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LESOTHO
PRIMARY EDUCATION PROJECT

END OF PROJECT REPORT

26 October 1992 - 31 August 1996

Contract No.
632-0225-C-00-2182-00
Supervised by USAID/Lesotho

Implementing Agency
Ohio University

Subcontractors
Research Foundation/
State University of New York at Albany
and
Creative Associates International, Inc.

Submitted by:

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31 August 1996

PREFACE

The PEP project team would like to especially thank the Minister of Education, Principal Secretary, Deputy Principal Secretary, and the directors and staff of the Planning Unit, Statistics Unit, Financial Unit, National Curriculum Development Centre, and National Teacher Training College, where PEP advisors were based. These units and their staff were forever cooperative and insightful in working with the advisors in their day to day activities and in planning for consultancies, training activities, data collections, program implementations, and personal requests. Additionally, the PEP team would like to thank the primary field inspectorate staff, district resource teachers, and education officers and their coordinators, supervisors, and executive officers. The PEP staff and consultants always found the Basotho more than willing to work long hours in pursuit of a quality education program, all of which has reflected positively on Lesotho and its future. Many friends and lasting memories were made.

Also the team would like to thank the teachers, parents, and students of the schools for their cooperation in the school visits and interviews. Our only regret is that the project has now come to an end and we must all part and go our separate ways. We wish the Ministry of Education and its many dedicated staff the very best in their continued efforts to provide a quality education for the present and future students of Lesotho.

Lastly, a special thanks to USAID for funding the project and to the directors and staff of the USAID/Lesotho Mission, even though it has now closed, USAID/PEP Coordination Office/Lesotho, USAID/Swaziland, Initiative for Southern Africa Regional Center/Botswana and Regional Contracting Office/Mozambique for their efforts in behalf of the project.

EXECUTIVE SUMMARY

The project agreement for the Primary Education Program (PEP), Contract No. 632-0225-C-00-2182-00, was signed on 21 September 1992 with a team of four project advisors (Chief of Party/Educational Management Information System Advisor, Financial Management Advisor, Teachers' College Management Advisor, and Testing and Evaluation Advisor). The implementing agency for the PEP project component was Ohio University and the subcontractors, Research Foundation/State University of New York at Albany and Creative Associates International, Inc. The PEP project had a life of approximately four years. The Lesotho USAID Mission closed in 1995 and the last year of PEP was managed by the Initiative for Southern Africa (ISA) Regional Center/Botswana, USAID/Swaziland, and USAID/PEP Coordination Office/Lesotho.

The PEP project was the technical assistance (TA) portion of a larger program including a loan from the World Bank of \$25 million and a program-based non-project assistance (NPA) grant from USAID of \$15.0 million. The Ohio University TA contract was \$4.44 million.

The field advisors for PEP were as follows: Dr. G. R. Boardman, Team Leader/EMIS and Statistics Advisor, July 1994 to August 1996. and Dr. S. A. Burchfield, Team Leader/EMIS and Statistics Advisor, Nov. 1992 to Dec. 1993; Z. Khan, Financial Management Advisor, Nov. 1995 to Aug. 1996, and B. D. Combs, Financial Management Advisor, Oct. 1992 to Oct. 1995; Prof. R. S. Barcikowski, Testing and Evaluation Advisor, June 1993 to June 1995; Prof. R. M. Clark, Teachers' College Management Advisor, Nov. 1992 to Oct. 1994; and M. K. Leherr, Program Assistant/Systems Analysis, Jan. 1995 to June 1996.

Country Context

Lesotho currently is experiencing considerable instability as it moves forward during these early years of democracy. The people of Lesotho duly elected a new government in March 1993 and that government has struggled in its attempt to implement a democratic process. Several critical country/government events occurred during the course of the project which affected the implementation of PEP, especially during the past two and a half years. Some of the events were: fighting between army factions causing the Ministry to close for several days; kidnapping of five cabinet ministers including the Minister of Education; police strike disrupting all government offices, including the Ministry of Education; Palace Coup followed by a national work stay-away and a dawn to dusk curfew; suspension of U.S. economic assistance for five weeks; sporadic teacher strikes interfering with the conduct of classes; student unrest at the National Teacher Training College; car hijacking resulting in deaths of two MOE officials; cabinet shuffle resulting in change of several Ministers, including Minister of Education; and accidental death of King Moshoeshoe II.

Summary of Accomplishments

- . Four National Teacher Training College (NTTC) teacher education candidates, one inspectorate primary/staff development candidate, and one National Curriculum Development Center (NCDC) testing/evaluation candidate completed Masters degrees from Ohio University, and one planning candidate completed 34 credits toward a Masters degree at University at Albany. One hundred forty one person months of short-term training were provided, in-country/regional and overseas.
- . Assistance provided to NTTC in development of autonomy related policies in governance, planning/budgeting, recruitment procedures, faculty development, performance evaluation, assets, accounting and financial management.
- . Assistance provided to NTTC in development and implementation of student database (ACCESS) for use in processing student admissions and grade reporting information and in implementation of a computerized accounting system (ACCPAC).
- . Preparation of three student attainment reports, Standard 3 Achievement - 1993 Pretest Results (Vol. 1) and Standard 3 Achievement - 1994 National Test Results (Vol.2), and Standard 3 Achievement - 1995 National Test Results (Vol.3);
- . Development of a Classroom Assessment Resource Book - Prototype Activities for Student Assessment in Standards 1-3, 1995, and preparation of an accompanying report, Assessment in the Instructional Program, 1995;
- . Development and implementation of primary curriculum database, including User's Manual and Notes, Odds and Ends and Helpful Hints, reference document;
- . Development of Guidebook for Lesotho Trainers in Leadership for Change, 1996.
- . Completion of data analysis for allocation of furniture for primary Standards 1-3 for the ten districts, which included completion of four preliminary reports, Lesotho Primary School Resource Mapping Survey - Preliminary Analysis, Volumes 1 and 2, March 1994, and Primary School Resource Mapping Survey - Interim Report 1, July 1994 and Interim Report 2, August 1994; a final report, Lesotho Primary School Resource Mapping Survey, March 1995, and data-base reference, SPSS File Documentation, June 1995; and
- . Assistance in development and conduct of Ministry of Education (MOE) plan for implementation of the school level advisory committees and management level committees, and preparation of three related reports. Community School Management, July 1995, Plan to Implement Primary School Reforms, July 1995; and Role and Function of School Committees, March 1996.
- . Assistance in design and installation of a computerized Local Area Network (LAN) Accounting Package (ACCPAC) in financial unit at the MOE in three areas, votebook, payment voucher, and status of funds report.

- . Assistance in implementation of quality management training, included were modules on change management, expectations/exchange and feedback, managing performance, delegation, planning, skills assessment, work organization and conducting meetings.
- . Assistance in scoring of 1994 and 1995 Primary School Leaving Exam (PSLE) and development, documentation, and implementation of a PSLE Procedures Manual.
- . Assistance in development of improved user-oriented data analyses/displays and improved Annual Statistical Report; development of "first generation" computerized primary reform support model and accompanying program documentation.
- . Assistance in development of an Educational Management Information System (EMIS) regional linkage for training and support in Lesotho, S. Africa, Swaziland and Namibia.
- . Eleven special studies conducted, including such areas as the District Resource Teachers (DRT's), school achievement, classroom assesment, overcrowding, parent knowledge, attitude, and practice related to schooling, data accuracy, indicator develment, and impact of policy initiatives.

Recommendations Affecting Sustainability and Program Impact

- . There is a need for two deputy principal secretaries - preferably one with expertise in programs and administration and the other with a strong financial background. The work load required at this level is extensive and with the many professional activities, meetings and other MOE commitments, key administrative staff are required to be out of their offices extensively putting tremendous pressure on the remaining staff. For an efficient MOE, two deputies are a necessity.
- . The legislation providing NTTC with autonomy still is not in place although it is expected to be passed in the near future. The autonomy of NTTC affects the employment and retention of qualified staff which then affects the quality of teaching and the quality of NTTC's products. Autonomy continues to be one of the key issues to be resolved related to the future development of NTTC.
- . Currently, the ACCPAC system is operational in the Financial Unit of the MOE and at NTTC. More one-on-one assistance, additional training, and some financial assistance is needed to continue to operationalization the system at the other program units and to expand the applications.
- . The staffing of the Examination Center of Lesotho (ECOL) remains a concern as ECOL should have assumed responsibility for managing the PSLE in 1995 and will only be assuming partial responsibility in 1996. Sustainability remains a major concern relative to the PSLE/ECOL transfer, as the Planning/Statistics Unit (although understaffed) still has major responsibility for logistics, scoring and report preparation.

. The EMIS computerized policy and indicator development work needs further refinement. The work on the structured relational data bases with user friendly procedures for information query and forecasting is at a "first generation" level and needs further updates. The MOE needs to continue the development of these initial efforts.

. Staff development activities such as in-service, third country training, study tours, and other professional activities, short and long-term, overseas and in-country, should continue to be an integral part of the EMIS program. It is through the training effort that capacity building is developed and sustained. It is important that the MOE maintain the South Africa training and support linkage.

. Unfilled positions and understaffing are still issues in the Planning and Statistics Units, Financial Unit, NTTC and ECOL. These unfilled positions need to be filled with qualified staff as soon as possible to bring these units to a full complement.

. The computerization of accounts, computerization of registration/admissions, and linking of the budgeting and planning process at NTTC, need to be sustained. In order to create an expanded and efficient NTTC, which can meet the teacher training needs for Lesotho, these management systems need further assistance. This means continued training of the NTTC staff and continued technical support by MOE and/or other donors in order to maintain sustainability.

. NCDC should continue to develop the South African linkage in conjunction with NCDC's short-term curriculum planning and testing/evaluation training needs. This will help sustain improvement in the quality and availability of curriculum and instructional materials needed for the schools.

. The Standard 3 testing needs to be continued on an annual basis. A national sample (stratified random) of approximately 100 schools is recommended. The system has proven itself to provide reliable results which can be used by educators to make meaningful interventions into pupil learning.

. Less turnover in the Financial Controller position, continued improvements in the estimates process, upgrading of staff positions, upgrading of the internal audit team, less staff turnover and/or transfers (especially of the ACCPAC trained staff), and better inter-unit cooperation and communication is needed to create a fully functional and efficient financial unit.

. The restructuring/decentralization process, as stated in the Five Year Plan, needs to be continued, not only in terms of buildings, such as the district resource centers, but also staffing, required material and equipment, more services to the schools, and further empowerment of the local communities.

. When project agreements are signed, the MOE must follow through on its commitment to absorb the staff into the MOE within a limited period. Currently, project staff remain on project funds too long and sometimes are never absorbed into the MOE.

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I

INTRODUCTION

The project agreement for the Primary Education Program (PEP), Contract No. 632-0225-C-00-2182-00, was signed on 21 September 1992 with a team of three project advisors arriving in late October/November 1992 (Chief of Party/Educational Management Information System (EMIS) Advisor, Financial Management Advisor and Teachers' College Management Advisor) and a fourth advisor arriving in June 1993 (Testing and Evaluation Advisor). The implementing agency for the PEP project component was Ohio University and the subcontractors, Research Foundation/State University of New York at Albany and Creative Associates International, Inc. The PEP project had a planned life of five years thorough 30 September 1997, but due to a decision by USAID/Washington to phase-out the Lesotho Mission in 1995, the life of project was changed on 13 June 1995 to 31 August 1996. The last year of PEP was managed by the Initiative for Southern Africa (ISA) Regional Center/Botswana, USAID/Swaziland, and USAID/PEP Coordination Office/Lesotho.

The PEP project was the technical assistance (TA) portion of a larger program including a loan from the World Bank of \$25 million and a program-based non-project assistance (NPA) grant from USAID of \$15.0 million. The Ohio University TA contract was \$4.44 million. PEP supported five target areas: increase Government of Lesotho financial resources for primary education, expand and upgrade teaching force, improve quality and availability of curriculum and instructional materials, improve classroom environment, and improve educational management.

This document covers the reporting period of 26 October 1992 to 31 August 1996. During this period 132 person months (p.m.) of long term assistance (LTA) were provided to the project. The field advisors were as follows: Dr. G. R. Boardman (25.5 p.m.), Team Leader/EMIS and Statistics Advisor, 15 July 1994 to 31 August 1996. and Dr. S. A. Burchfield (12.5 p.m.), Team Leader/EMIS and Statistics Advisor, 16 Nov. 1992 to 3 Dec. 1993; Z. Khan (10 p.m.), Financial Management Advisor, 1 Nov. 1995 to 31 Aug. 1996, and B. D. Combs (36 p.m.), Financial Management Advisor, 26 Oct. 1992 to 31 Oct. 1995; Prof. R. S. Barcikowski (24 p.m.), Testing and Evaluation Advisor, 13 June 1993 to 12 June 1995; Prof. R. M. Clark (24 p.m.), Teachers' College Management Advisor, 1 Nov. 1992 to 31 Oct. 1994; and M. K. Leherr (18 p.m.), Program Assistant/Systems Analysis, 1 Jan. 1995 to 30 June 1996. Summaries of the LTA reports are included in Appendix A.

In addition, Dr. W. C. Snyder of Ohio University served as Principal Investigator (PI), 26 Oct. 1992 to 31 Aug. 1996; and Dr. D. Chapman of Research Foundation, State University of New York at Albany, as Deputy Director, 26 Oct. 1992 to 30 Sept. 1994 and Dr. J. Genshaft, Research Foundation, State University of New York at Albany, as Deputy director, 1 Oct. 1994 to 31 Aug. 1996.

Fifty-five person months (p.m.) of short-term assistance (STA) were provided to the project. Summaries of the consultancies are included in Appendix B. Also, 126 p.m. of long-term training (LTT) and 141.0 p.m. of short-term training (STT) were provided. Descriptions of the training activities provided are included in Appendix C. The inventory schedule is included in Appendix D and financial summary (estimated accrued expenditures through end of project) in Appendix E. In addition to the referenced appendixes, the report format also includes the following: country context, expected results, summary of accomplishments, final status remarks, policy impact/recommendations, and lessons learned.

II

COUNTRY CONTEXT/CONSTRAINTS

Lesotho currently is experiencing considerable instability as it moves tentatively forward during these early years of democracy. The people of Lesotho duly elected a new government in March 1993 and that government has struggled in its attempt to implement a democratic process. In accordance with a 21 August 1996 News Release of the American Cultural Center, the U.S. continues to believe that democratic principles remain the cornerstone for the stability and development of all nations; consequently, "The U.S. is deeply concerned by some of the events occurring in Lesotho which have tended to violate provisions of the Constitution of Lesotho and to undermine the democracy of the country." These country/government events have affected implementation of various activities of the Primary Education Project, particularly since January 1994.

Described briefly are the critical country/government events which have affected the implementation of PEP, especially during the past two and a half years.

1. Fighting between army factions on 23/24 January 1994 causing the Ministry to close for several days and creating a re-location of PEP team members to Maseru West for security purposes. The army factions have remained unsettled.
2. Kidnapping of five cabinet ministers by an army faction in April 1994, including the Minister of Education, and the killing of the Deputy Prime Minister/Minister of Finance.
3. Police strike for one week in mid-May 1994 disrupting all government offices, including the Ministry of Education. PEP team members were unable to go to their offices for several days during this period.
4. Palace Coup on 17 August 1994 followed by a national work stay-away on 22-23 August 1994 and a dawn to dusk curfew.
5. Suspension of U.S. economic assistance to Lesotho on 21 August 1994.
6. Re-location of PEP team members to Maseru West and Bloemfontein on 21-24 August 1994.
7. A 30-day USAID Stop-Work Order issued on 27 August 1994.
8. A national work stay-away on 8-9 September 1994.
9. Re-instatement of Prime Minister and Parliament on 14 September 1994.

10. Re-instatement of U.S. economic assistance to Lesotho on 19 September 1994 and rescinding of the Stop-Work Order on 20 September 1994.
11. Sporadic teacher strikes during late August and September 1994 interfering with conduct of classes and scheduling of exams, consuming time of ministry personnel.
12. Change in government, re-installation of King Moshoeshoe II in January 1995.
13. Several kidnappings of government and/or army personnel in March-May 1995.
14. Student unrest at the National Teacher Training College in April 1995.
15. Police strike in May-June 1995.
16. Car hijacking, resulting in deaths of two MOE officials in June 1995.
17. Sporadic teacher salary dispute strikes, May-December 1995.
18. Cabinet shuffle, resulting in change of several Ministers, including Minister of Education, September 1995.
19. Public demonstrations facilitated by the churches related to the 1995 Education Law, November-December 1995.
20. Accidental death of King Moshoeshoe II, January 1996.
21. Change of government, re-installation of King Letsie III, February 1996.
22. Cabinet shuffle, again resulting in change of several Ministers, including Minister of Education, April 1996.
23. Lesotho telephone company employee strike, lines disrupted, late July 1996.

Additionally, during this period of instability, Lesotho has continued to be classified as a critical crime threat post by the U.S. government as car hijackings at gunpoint and personal robbery at knife point have been frequent occurrences. The following official notice is provided to all PEP consultants scheduled for Lesotho: "Maseru is at present a critical crime threat post. Visitors to the capital must exercise caution, particularly after dark. The post or Agency security officer can provide more detailed information on current conditions and should be consulted upon arrival. A.I.D. travelers should contact the A.I.D. Executive Officer."

In summary, instability of the country's political situation coupled with high personal crime on the streets, resulted in an environment which has been a major constraint affecting the implementation of PEP activities and day to day operation of the schools and MOE.

III

III

STRATEGIC OBJECTIVES/EXPECTED RESULTS

Strategic Objective: Improve Quality and Efficiency of Primary Education

Target 1: Increase GOL Financial Resources for Primary Education

- . Review/monitor increase of education recurrent budget allocation in real terms using base year 1990/91.

Target 2: Expand and Upgrade Teaching Force

- . Four teacher education candidates and one staff development candidate to complete long-term degree training in the U.S. (Masters Degree).
- . Twenty six person months of short-term training provided in teacher education (National Teacher Training College-NTTC) and staff development (District Resource Teachers-DRTs).
- . Long-term (24 person months) and short-term assistance provided for improved management and efficiency of the NTTC; development and implementation of plans for improved personnel systems, financial/budgeting/accounting systems, planning/monitoring systems, information systems, autonomy issues, staff training activities, and quality of pre and in-service training program for primary teachers.
- . Two special studies conducted; Assessment of Progress and Inservice: DRTs Program; and an optional study such as Assessment of Lesotho In-service Education Training, Teacher Attrition, or Formal/Non-formal Linkage.

Target 3: Improve Quality and Availability of Curriculum/Instructional Materials

- . One testing/evaluation candidate to complete long-term degree training in the U.S. (Masters Degree).
- . Thirty-two person months of short-term training provided in testing/evaluation.
- . Long-term (24 person months) and short-term assistance provided for improved school-based assessment of pupil achievement in primary schools; design, testing and administration of end-of-level guidelines for Standards 1-3, achievement test for Standard 3, classroom performance assessment techniques for Standards 1-3, improved syllabi for primary education, and development/implementation of a curriculum syllabi database.
- . Two special studies conducted; Standard 3 Achievement - 1993/1994/1995 National Test Results and School-Based Study - Classroom Instruction.

Target 4: Improve Classroom Environment

- . Design and implement an information campaign for restrictions on enrolment of underage children in Standard 1, phasing out of overage children in Standard 1, and limiting of repetitions in Standards 1-7.
- . Improved school mapping data for allocation of furniture/equipment in Standards 1-3.
- . Three special studies conducted: Out-of-School Youth, Overcrowding in the Classroom, and KAP (Knowledge, Attitude and Practice) Survey.

Target 5: Improve Educational Management

- . One planning/management candidate to complete long-term degree training in the U.S. (Masters Degree)
- . Thirty-two person months of short-term training provided in planning, statistics/computers, management and finance.
- . Long-term (46.0 person months) and short-term assistance provided for improved financial management system; assessment of MOE financial management capacity, review and report on support services systems and capacities, report on financial management annual workplan, improvements to the estimates process, assistance with auditing functions, and computerization of accounting records.
- . Long-term (38 person months) and short-term assistance provided for improved Educational Management Information Systems (EMIS); capacity for managing/monitoring data reports, analyses and applications of reports for policy making, and use of data for planning and indicator development.
- . Four special studies conducted: Planning/Finance - Cost Analysis Indicators, Data Accuracy and Flow, School Mapping, and Impact of Policy Reform.

IV

SUMMARY OF ACCOMPLISHMENTS/CORE ACTIVITIES

Included is a summary of the project accomplishments, presented in accordance with the targets as listed in the preceding section on strategic objectives/expected results.

Target 1: Increase GOL Financial Resources for Primary Education - Met

. Ministry of Education (MOE) share of GOL total recurrent budget toward education increased from 17% in 1990/91 to 24% in 1995/96 (excluding National Manpower Development Secretariat); recurrent expenditures in primary education increased from 47% of MOE expenditures in 1990/91 to 51% in 1994/95; and per pupil primary unit cost (recurrent expenditures) increased as follows: M86.15 in 1990/91, M144.26 in 1991/92, M239.67 in 1992/93, M244.0 in 1993/94, and M242.0 in 1994/95, base year of 1990/91.

Target 2: Expand and Upgrade Teaching Force - Met

. Four NTTC teacher education candidates:

L. Mputsoe, elementary/general, A. Mahanetsa, education administration, B Makhakhane, home economic/counseling, and L. Ntoi, elementary/science; and one Inspectorate candidate: M. Shao, elementary/staff development; completed Masters degrees at Ohio University.

. Fifty six.eight (56.8) person months (p.m.) of short-term training (STT) were provided; 17.75 p.m. in teacher education - NTTC (4.85 p.m. in-country, 12.9 p.m. regional/overseas) and 39.05 p.m. in staff development - DRTs, Primary Resource Teacher (PRTs) and Classroom Teachers (39.05 p.m. in-country, 0.0. p.m. regional/overseas).

. Twenty four p.m. of long-term assistance (LTA) and 5.02 p.m. of short-term assistance (STA), and 2.0 p.m. of program assistance were provided for improved management and efficiency of NTTC. The accomplishments were as follows:

- development of performance programs for administrative and staff positions;
- assistance in development of 1994/95 and 1995/96 Annual Plans;
- preparation of a report of NTTC workloads;
- assistance concerning general principles for an autonomy bill for NTTC;
- assistance in preparation of a paper dealing with enrolment management; i.e.. increased production of qualified primary teachers;

- development of procedures for implementing an inventory system;
- assistance in preparation of plans to develop an NTTC practice school;
- development of short and long-term plans for library improvement;
- development and implementation of personnel databases for academic and non-academic staff;
- development of working paper for improved computer use;
- development and implementation of proposal for professional security service;
- preparation of a draft outline for staff and student handbooks;
- assistance in setting up a workshop to examine scope and sequence of curriculum and differences between the certificate and diploma programs;
- assistance in coordination of donor activities;
- review of early primary specialization syllabi and development of prototype case studies in classroom design and management, resulting in a report, Improving Numeracy and Literacy Instruction for Early Primary, Nov. 1994;
- assistance in development of autonomy related policies in governance, planning/budgeting, recruitment procedures, faculty development, performance evaluation, assets, accounting and financial management, resulting in a report, Development and Implementation of Appropriate Management Systems, May 1996;
- assistance in development and implementation of student database (ACCESS) for use in processing student admissions and grade reporting information; and
- assistance in development and implementation of a computerized accounting system (ACCPAC).

. Two special studies conducted: Assessment of Progress in In-service: The District Resource Teacher (DRT) Program, April 1995, and Out-of-School Youths - Alternative Learning Approaches to the Formal System, July 1993.

Target 3: Improve Quality and Availability of Curriculum/Instructional Materials - Met

. One testing/evaluation candidate, M. Makoele, research and evaluation, completed Masters Degree at Ohio University.

. Thirty eight.two (38.2) p.m. of short-term training provided (21.9 p.m. in-country, 16.3 p.m. regional/overseas).

. Twenty four p.m. of long-term assistance and 10.97 p.m. of short term assistance were provided for improved school-based assessment of pupil achievement in primary schools. The accomplishments were as follows:

- development and implementation of a Standard 3 achievement test, scan sheets, administrators' manual and training for administration;
- preparation of three reports, Standard 3 Achievement - 1993 Pretest Results (Vol. 1) and Standard 3 Achievement - 1994 National Test Results (Vol.2), and Standard 3 Achievement - 1995 National Test Results (Vol.3);
- conduct of a survey regarding usefulness of possible improvement of existing end-of-level checklists resulting in a report, Survey Results: Standards 1-3 Skills Checklists, 1994;
- assistance in revision of skills checklists resulting in an NCDC report, New Curriculum Skills Checklists for Standards 1,2 and 3 in Sesotho, English and Mathematics, 1994;
- development of a Manual of Analysis Templates, 1995, to guide the 1995 Standard 3 testing analysis;
- assistance in scoring 1994 and 1995 Primary School Leaving Exam (PSLE), including updating of scoring programs and development of answer scan sheets, and training to facilitate transfer to ECOL;
- development and field testing of teacher and pupil innovations configuration instrumentation for syllabuses and teaching guides for new curriculum;
- development and field testing of an innovation configuration instrumentation for the mathematics teaching aids;
- development of a Classroom Assessment Resource Book - Prototype Activities for Student Assessment in Standards 1-3, 1995, and preparation of an accompanying report, Assessment in the Instructional Program, 1995;
- development and implementation of primary curriculum database, including User's Manual and Notes, Odds and Ends and Helpful Hints, reference document, 1994;
- conduct of training workshops on use of Criteria for Inspection and Self-Evaluation - A Manual for Inspectors, Head teachers and School Managers, 1995;
- assistance in development of Guidance and Counselling Teachers' Manual for Lesotho Primary Schools Standards One, Two and Three, 1995; and
- assistance in development of Guidebook for Lesotho Trainers in Leadership for Change, 1996.

. Two special studies conducted: Standard 3 Achievement - 1993/1994/1995 National Test Results (3 Vols.) and School-Based Study - Progress Reports (2 Vols.), 1995/96.

Target 4: Improve Classroom Environment -Met

. Twelve.seventy-seven (12.77) p.m. of short-term assistance were provided for improved classroom environment. The accomplishments were as follows:

- year one and year two information campaign designed (by PEP) and implemented (by MOE), KAP survey completed, and accompanying report prepared;

- completion of data analysis for allocation of furniture for primary Standards 1-3 for the ten districts, which included completion of four preliminary reports, Lesotho Primary School Resource Mapping Survey - Preliminary Analysis, Volumes 1 and 2, March 1994, and Primary School Resource Mapping Survey - Interim Report 1, July 1994 and Interim Report 2, August 1994; a final report, Lesotho Primary School Resource Mapping Survey, March 1995, and data-base reference, SPSS File Documentation, June 1995; and

- assistance in development and conduct of MOE plan for implementation of the school level advisory committees and management level committees, and preparation of three related reports. Community School Management, July 1995, Plan to Implement Primary School Reforms, July 1995; and Role and Function of School Committees, March 1996.

. Three special studies conducted: Overcrowding in Lesotho's Primary Schools - The Impact of Overage. Underage and Repetitions, April 1995, along with a supplementary report, Overcrowding in Lesotho Primary Schools - The Impact of Overage, July 1995, A Parent Knowledge, Attitude and Practice (KAP) Survey, March 1996; and Organizational Integration in Lesotho Primary Education System: Loose Coupling as Problem and Solution, September 1995.

Target 5: Improve Educational Management - Met

. One planning/management candidate, K. Monyau, educational planning/policy, enrolled in Masters degree at University at Albany, State University of New York. (Note: lacks 9 credits from graduation.)

. Forty six p.m. of short-term training were provided (36.9 p.m. in-country, 9.1 p.m. regional/overseas).

. Forty six p.m. of long-term assistance were provided for improved financial management systems and 4.5 p.m. of short-term assistance in improved management procedures. The accomplishments were as follows:

-assistance in design (still on-going) and installation of a computerized Local Area Network (LAN) Accounting Package (ACCPAC) in financial unit at the MOE and in six support units (National Teacher Training College - NTTC, Lerotholi Polytechnic - LP, Stores, School Supply Unit - SSU, Lesotho Distance Teaching Centre - LDTC , and National Manpower Development Secretariat - NMDS); assistance provided in training, operational logistics, approvals, and form development for computerizing requisitions, purchase orders and payment vouchers;

- assistance in the training of two accounts staff in development of an enhanced estimates process; includes assembling the budget package, communicating and adhering to Ministry of Finance (MOF) formatting requirements, and ensuring that the submitted budgets are completed and submitted on a timely basis; assistance provided for both the 1995/96 and 1996/97 estimates process;

- assistance in completion of MOE 1992/93, 1993/94 and 1994/95 financial sector plan audit reports and implementation of 1995/96 audit (currently in process); assistance in arranging for the GOL Central Audit to conduct necessary department audits; and assistance in assignment of a staff member dedicated to a quasi-auditing role;

- assistance in facilitating improved working relationships within support services group which consists of Deputy Principal Secretary, Financial Controller, Principal Personnel Officer, Administrative Assistant Secretaries and Storekeeper, includes scheduling of structured meetings to provide status, updates and plans for operational tasks.

- assistance to financial controller (FC) in day-to-day operational tasks to help improve overall financial management capability of the MOE, task was difficult due to high turnover rate of counterparts;

- assistance provided in status review and updating of annual workplans;

- assistance provided to accounting group, resulting in more consistent closing of votebooks and reconciliation of votebooks and bank accounts at end of month;

- assistance provided in arranging ACCPAC, Lotus and computer awareness training workshops; and

- assistance in implementation of quality management training with program and sub program heads, which included modules on change management, expectations exchange and feedback, managing performance discussions, delegation, developmental plans, skills assessment, work organization and conducting meetings.

. Thirty eight p.m. of long-term assistance, 11.05 p.m. of short-term assistance, and 18.0 p.m. of program assistance were provided for improved educational management information systems (EMIS). The accomplishments were as follows:

- assistance for improved EMIS internal capacity; included was 20 p.m. of long-term training towards a Masters degree; 13.7 p.m. of short-term training, which included 7.85 p.m. of in-country training in SPSS/data analysis, computers, and systems analysis/programming; 5.85 p.m. in regional/overseas study tours/workshops; and the conduct of five EMIS related studies;

- assistance in development of a Data Management Training Manual - Using SPSS for Windows, 1994;

- assistance provided for the merging of the 1994 PSLE scores, Standard 3 achievement data - 1993 and 1994, and MOE mapping data, aggregated by school level, to provide improved output data on the schools;

- assistance provided in data cleaning and data management for the Lesotho Primary School Resource Mapping Project, 1994-96.

- development, documentation, and implementation of a detailed Preliminary School Leaving Exam (PSLE) Procedures Manual, 1995-96, using an upgraded program format and a packaged software program;

- assistance provided to individual members of the Statistics Unit on the use of the standard software packages SPSS, DBase, Foxpro and Lotus and in instrumentation development;

- assistance in development of a master list of program impact indicators, preparation of a report on the use of data for planning/indicator development, and assistance to MOE in preparation of the Education Sector Development Plan, 1991/92 - 1995/96, Impact Assessment, January 1996.

- assistance in preparation of a report on an audit of data accuracy, along with recommendations for improved data collection, and an updated, more user-oriented, Annual Statistical Report, 1996;

- assistance in development of improved user-oriented analyses/data displays, development of "first generation" computerized primary reform support model, accompanying program documentation, and an impact of policy reform study; and

- assistance in development of an EMIS regional linkage for training and support; Lesotho, S. Africa, Swaziland and Namibia.

. Four EMIS related special studies conducted: Audit of Data Accuracy and Flow, March 1996; Use of Data for Planning and Indicator Development, September 1995; Lesotho Primary School Resource Mapping Survey, March 1995, and accompanying database, SPSS File Documentation, June 1995; and Impact of PEP Policy Initiatives on Lesotho Primary Education, July 1996.

V.

PERFORMANCE/FINAL STATUS REMARKS

Included are the main tasks for each area of responsibility of the PEP Advisors. These tasks are grouped in accordance with the target areas identified by USAID for program assistance. Each of the tasks is cross-referenced to the PEP Workplan/Annual Plan as submitted to USAID in April 1994. For each task, performance/final status remarks are presented.

Target 1: Increase GOL Financial Resources for Primary Education

The Advisors primarily responsible for this area were B. D. Combs, 26 October 1992 to 31 October 1995, and Zafrul Khan, November 1995 to 31 August 1996. The Advisors were based in the Finance Unit at the MOE.

Task 100 - Review/Update LOP Annual Plan and Related Financial Resource Indicators.

Annual Plan Completed. Financial resource indicators in process, J. Stupart.

Task 101 - Review with Planning Unit/MOE and USAID CPs (a and b).

Completed.

Target 2: Expand and Upgrade Teaching Force

The Advisor primarily responsible for this area was Dr. Richard M. Clark who was based at the Lesotho National Teacher Training College (NTTC). Dr. Clark arrived at post on 1 November 1992 and completed his tour on 31 October 1994. COP provided on-going follow-up for NTTC activities through 31 August 1996.

TASKS**FINAL STATUS**

Task 200 - Review/Update LOP and Annual Plan - Upgrade teaching.	Completed April 1994.
Task 201 - Submit Annual/Semi-Annual Reports - Upgrade teaching.	Completed Sept. 1994.
Task 202 - Liaison for Consultants to NTTC.	Completed by LTA and COP.

Task 203 - Review with NTTC/MOE CPs (c, d, e,f and g).	Completed.
Task 210 - Long-term Degree Training.	Completed. Four NTTC candidates and one Inspectorate candidate completed M.S. degrees.
Task 220 - Short-term Training and Assistance.	Completed 56.8 p.m. (43.9 p.m. in country and 12.9 p.m. regional/overseas).
Task 221 - Assessment of District Resource Teachers Program - Phase One.	Completed by L. Evans, March 1995.
Task 223 - Lower Primary Curriculum - PTC/LIET	Completed by J. Rothenburg, Aug. 94.
Task 224 - Grade Database and Reporting	Completed by E. Barcikowski, K. Leherr and S. Benson, May 1996.
Task 225 - NTTC Annual Plan Update.	Completed by R. Clark, Feb. 94 and M. Rahmanzai, April 96.
Task 226 - DRT/Follow-on	Completed by S. Hord, June 1996.
Task 227 - Teacher Attrition Study.	Optional Study (not included, insufficient STA).
Task 230 - Teacher College Management Advisor.	Completed . Twenty-four p.m. of LTA provided and 2.0 STA provided.
Task 231 - The Teacher College Mgt. Advisor will work with the Senior Managers to Improve Personnel Systems.	Completed 30 Sept. 94.
Task 232 - Assist NTTC to Employ and Train Registrar.	Completed. See Task 224.
Task 233 - Work with the Director and Deputy Director of Administration (DDA) to Improve Financial Systems of the College.	Completed. Initially, provided by R. Clark. Follow-up training in ACCPAC provided and ACCPAC system installed, 1996.
Task 234 - Work with the Bursar to Develop Job Responsibilities Skills.	Completed Sept. 94.
Task 235 - Work with Director, DDA and the Assistant Directors in Primary and In-Service Education (ADP and ADI) on the Development and Evaluation of the Primary Education Programs.	Completed Sept. 94.

Task 236 - Assist in Staff Training Activities.	Completed Sept. 94.
Task 250 - Teachers College Management Advisor/Prepares EOP Report.	Completed Sept. 94.
Task 251 - Inventory and Close-out.	Completed Oct. 94
Task 252 - Shipping of Personal Effects.	Completed Oct. 94
Task 253 - Advisor Departs Post.	Completed Oct. 94

Target 3: Improve Quality and Availability of Curriculum and Instructional Materials.

The PEP Advisor primarily responsible for this area was Dr. R. S. Barcikowski, a Testing and Evaluation Specialist. Dr. Barcikowski was officed at the National Curriculum Development Center (NCDC). Dr. Barcikowski arrived at post on 13 June 1993 and completed his scheduled tour on 12 June 1995. COP provided on-going follow-up for NCDC activities through 31 August 1996.

TASKS	FINAL STATUS
Task 311 - Evaluation candidate from 1993 completes training and returns.	Completed. One candidate completed M.S. degree in Research and Evaluation.
Task 320 - Staff Training in Testing and Evaluation	Completed 38.2 p.m. (21.9 p.m. in-country and 16.3 p.m. regional/overseas).
Task 322 - PSLE Statistical Programs/Training	Completed by R. Barcikowski and K. Leherr, May 96.
Task 324 - Curriculum Syllabi Database.	Completed by J. Robb, K. Leherr and S. Benson, July 96.
Task 325 - Curriculum Eval./Training and Model Test Development	Completed by L. Evans, June 95.
Task 326 - School-Based Study: Classroom Instruction	Completed by W. C. Snyder, L. Evans and J. Meyer, July 96.
Task 327 - Curriculum Implementation and Teacher Practices Study	Curr. impl. instrumentation completed by L. Evans (June 95) and S. Hord (June 96). Teacher practices study combined into school-based study - see Task 326.
Task 330 - Testing and Evaluation Advisor.	Completed. Twenty four p.m. of LTA provided and 10.97 p.m. STA provided.

Task 331 - Initial Testing at Standard 3.	Completed March 94.
Task 332 - Develop Printed Guidelines for Standards 1-3 End-of-Level Checklists.	Completed January 94.
Task 333 - Assist with the Scoring of the Primary School Leaving Exam. (PSLE)	Completed 1993,1994 and 1995.
Task 334 - With NCDC Improve and Administer Curriculum Attainment Test.	Completed March 96.
Task 335 - Training and Trial Testing of Guidelines.	Completed 1995 and 1996.
Task 350 - Testing and Evaluation Advisor/Prepared EOP Report.	Completed May 95.
Task 351 - Inventory and Close-out.	Completed June 95.
Task 352 - Shipping of Personal Effects.	Completed June 95.
Task 353 - Advisor Departs Post.	Completed June 95.

Target 4: Improve Classroom Environment

The Advisor primarily responsible for this area has been Dr. G.R. Boardman/COP. The main activity has been the CP reviews and arranging for short-term consultancies.

TASKS	FINAL STATUS
Task 400 - Review/Update LOP and Annual Plan -Classroom Environment.	Completed.
Task 401 - Submit Annual/Semi-Annual Reports - Classroom Environment.	Completed.
Task 402 - Review with Planning Unit/MOE and USAID CPs (L,M,N and D)	Completed.
Task 420 - Short-term Training and Assistance.	12.77 p.m. of STA provided.
Task 421 - Preliminary Mapping - Survey/Data Analysis.	Completed by E. Barcikowski, May 95 and Leherr, May 96.

Task 422a - Information Campaign/Underage, Overage and Repetition Limit.	Completed by D. Mayer, 1994 and Z. Al Faqih, 1995. KAP report prepared by MOE and PEP/COP, March 1996.
Task 423 - Out of School Youth Study	Completed. Study on Overcrowding by Square One, July 1995.

Target 5: Improve Educational Management

Four Advisors have been primarily responsible for this area: two COP/EMIS Advisors, Dr. S. A. Burchfield (16 Nov. 92 to 3 Dec. 93) and Dr. G. R. Boardman (15 July 94 to 31 Aug. 96), and two Financial Management Advisors, B. D. Combs (26 Oct. 92 to 31 Oct. 95) and Z. Khan (1 Nov. 95 to 31 Aug. 96). These Advisors have been officed at the main MOE complex in the Statistics/Planning areas and Financial Unit, respectively.

TASKS	FINAL STATUS
Task 500 - Review/Update LOP and Annual Plan - Management.	Completed Oct./Nov. 95.
Task 501 - Review/Update Project budget.	Completed annually.
Task 502 - Review/Update contract.	Completed 15 Amendments.
Task 503 - Reinstate/meet Project Advisory Committee.	Completed.
Task 504 - Submit Annual/Semi-Annual Project Reports.	Completed.
Task 506 - Review with Planning Unit/MOE and USAID CPs (p.q.r.s and t).	Completed.
Task 510 - Long-term Degree Training.	Twenty months completed - Monyau (Planning Unit). MOE/UNDP providing funds for Monyau to complete final semester for Masters degree.
Task 520 - Short-term Training.	Completed 46.0 p.m. (36.9 p.m. in-country and 9.1 p.m. regional/overseas).
Task 521a - Facilitate local/regional short-term training and/or study tours in EMIS.	Completed 13.9 p.m. (7.8 p.m. local and 6.1 p.m. regional/overseas) of 13.5 p.m. planned.

Task 521b - Provide short-term training for MOE staff to assist in raising the financial management capabilities of the Ministry.	Completed 18.7 p.m. (15.7 p.m. local and 3.0 p.m. regional) of 13.7 p.m. planned.
Task 522 - Project Management.	Completed 55 p.m. STA of 55 p.m. planned; completed 141 p.m. STT of 90 p.m. planned; completed 132 p.m. LTA of 132 p.m. planned; and completed 126 p.m. LTT of 132 p.m. planned.
Task 523 - Role of Community School Mgmt. Committee.	Completed by W. Rideout, March 95.
Task 524a - EMIS Handbook/Documentation.	Completed by E. Barcikowski, May 95, H. Williams, Aug. 95, K. Leherr, June 95, and J. Stupart, Aug. 96.
Task 524b - Data Analysis/SPSS training.	Completed by E. Barcikowski, March 95 and K. Leherr, June 96.
Task 525a - Quality Mgmt. Training.	Completed by N. Combs, Aug. 95.
Task 525b - Quality Mgmt. Follow-on.	Completed by MOE and COP. Workshop conducted for 14 program/subprogram] officers, June 1996.
Task 526 - Use of Data for Planning and Indicator Development.	Master list of indicators identified and preliminary report prepared. Final report in process by J. Stupart and MOE.
Task 527 - Data Accuracy and Flow Study.	Completed.
Task 528 - Planning and Finance collaboration study.	Financial indicators identified, included in database for "first generation" primary support computer model by Stupart, Aug. 96.
Task 531 - Carry out COP administrator duties.	Completed.
Task 532 - Revision/Development and Implementation of Program Indicators.	Completed by W. Duncan and MOE Planning Unit, assisted by COP, Jan. 96.
Task 533 - Review of Annual EMIS Reports/Development of User Oriented Output Formats.	Annual Statistics Report updated. Policy output formats in process by J. Stupart, Aug. 96. Continued funding by World Bank/GOL.

Task 534 - Review School Mapping System/Refinements and Improvement.	Completed.
Task 535 - Capacity Building Assistance/Statistics and Planning.	Completed 20.0 p.m. LTT of 20.0 p.m. planned; and completed 13.7 p.m. STT of 13.5 p.m. planned.
Task 536 - Policy Analyses Assistance.	Completed by W. C. Snyder and J. Meyer, July 96.
Task 537 - Advisory/Head of Planning and Head of Statistics.	Completed Aug. 96.
Task 540 - Financial Mgt. Advisor	Completed. Forty six p.m. of LTA provided; 36 p.m. (B. Combs) and 10 p.m. (Z. Khan).
Task 541 - Review and Report on MOE Support Services Systems and Capacities.	Completed July 96.
Task 542 - Prepare and Report on the Financial Management Annual Workplan.	Completed Aug. 96.
Task 543 - Assist the MOE in Reviewing and Implementing Improvements to the Estimates Process.	Completed Aug. 96.
Task 544 - Assist the MOE with Auditing Functions.	Sector Plan Audits completed 1992/93, 1993/94, and 1994/95. 1995/96 in process by MOE.
Task 545- Assist the MOE in the computerization of its accounting records.	Design issues resolved. Votebook/status of funds report operational, system installed and staff trained. MOE/Coopers and Lybrand to assume on-going responsibility.
Task 550 - EMIS and Statistics Advisor prepares EOP Report.	Completed Oct. 93 and Aug. 96, two reports, S. Burchfield and G. Boardman.
Task 551 - Financial Management Advisor prepares EOP Report.	Completed Aug. 95 and Aug. 96, two reports, B. Combs and Z. Khan.
Task 552 - PEP Project Inventory and Closeout.	Completed Aug. 96.
Task 553 - Shipping of Personal Effects.	Completed Aug. 96.
Task 554 - COP/EMIS and Financial Management Advisors depart Post.	Completed Aug. 96.

VI

POLICY IMPACT/RECOMMENDATIONS

This section is based on the report, Impact of PEP Policy Initiatives on Lesotho Primary Education by John Meyer and Wes Snyder, PEP July 1996. The report was the result of an empirical study of fourteen Lesotho primary schools and the analysis of a set of policy initiatives (conditionalities), which were part of an USAID program for Education Sector Support through which financial support was used to leverage the initiatives in order to enhance systemic accomplishment.

The policy initiatives covered a range of dimensions of education. They involved many policies concerned with finance, quality, and efficiency: increased budgetary support, with increased numbers of teachers and an expanded system of resource teachers; improved furniture, equipment, curriculum, instructional materials, teacher training, and testing; and student enrolment tied more closely to student age (with the reduction in over and under-age children, and reduced repetition). Because education was seen as an integrated system, management improvements were also part of the program; improved relationships with parents and proprietors of schools, and improved capacity for plan implementation.

In general, partial implementation has been a clear result, with new policies in place in many areas; in others, delays have been routine, and policies are only now rhetorically in place, with implementation uncertain. There is considerable evidence of policy impact in a number of areas. Student achievement scores seem to be rising, completely substandard school facilities declining, and a modest reduction in over and under-age children and in repetition. It is reasonable to see these effects as partly generated by policy change.

The findings showed that Lesotho teachers are critical of the physical facilities and resources of their schools, and relatively uncritical of the teaching programs (and student achievement levels) in them. They see good teaching in its own terms, not in terms of achievement effects (which they see as arising out of, and limited by, social background problems). Conceptions of good teaching are rather conservative, stressing the classroom enactment of the national syllabus, not the sort of "active" school and community envisioned in an education sector support image and policy, and not the active mobilization of the individual interests and perspectives of student (or for that matter the teachers themselves) envisioned in such policy. Teachers encourage the active participation of the children -- but as the involved audience in the enacted drama of a national educational system, not as individuals with their own interests and experiences.

Conceptions of the good school as an organization have a similarly conservative quality -- the stress is on properly carrying out a national (and perhaps world) model under difficult local circumstances, not on creating the active organization envisioned. Educational values stress the structured presentation of the national syllabus, and schools where these values are strongest are more highly rated in the data. Active local decisionmaking -- even by the

teachers themselves -- is not emphasized, and schools with low decisionmaking involvement are more highly rated. Increased teacher autonomy seems not to be valued -- in fact the teachers who feel most autonomous use this autonomy to be more highly open to national policy. And generally expanded school communication is neither emphasized nor related to the favourable evaluation of the school. Communication between head teacher and teachers on instructional matters does seem to be linked to improved teaching -- but this is apparently more of a top-down network.

Six recommendations follow, based on an understanding of what policies can be most easily received (adopted, actually implemented, and reasonably effected) in Lesotho.

Getting and Keeping in Place the Social Form of the School

Lesotho educators see as their critical problem the fact that the resources needed to build and maintain the school in its proper form are missing or in very short supply. This, rather than instructional quality or effectiveness, is the central issue for the agenda. Assembling the proper school is the need. Thus, buildings and classrooms do not exist in sufficient number, and those that do are of poor quality and very poorly maintained. Furnishings are missing, or inadequate in number and quality. Textbooks have in the past been unavailable, and other materials still are. Students do not come regularly, or at the appropriate age, are in any case ill prepared for school, drop out with great frequency, and do not bring the qualities that enable them to progress. About one fourth of the teachers are unqualified, lack enough general education and teacher training, and do not command sufficient knowledge of English, the language of instruction in the upper standards.

Those international resources, policies, and organizational structures that have helped improve this situation have generally been welcomed, and implementation is usually demonstrable. More and better buildings now exist, and fewer classes meet outdoors -- though maintenance remains a local responsibility and is seen as very inadequate. Textbooks have been produced and distributed, and local educators have few complaints (though the effectiveness of their utilization remains unclear).

Policies to reduce over and, especially, under-aged children are having some effect, and little real resistance appears -- especially from educators themselves, who substantially subscribe to them. Similar policies to reduce repetition produce, though slowly, the desired effects. And policies to credential teachers, especially through inservice programs, continue to be well-received and to have direct impact.

It is important to notice these effects. When the international support system generates policies and resources to do what is seen throughout the local and domestic system as critically needed, these policies can be seen to work. And what the local and domestic systems in Lesotho see as educationally important is basically the construction and maintenance of the basic schooling form. Thus,

RECOMMENDATION 1: In Lesotho, and in countries like Lesotho with much and deep commitment to education, international support in developing the basic formal structures of schooling will be most likely to be implemented and effective.

Reform: Changing the Direction of Lesotho Primary Education

The idea that the National Teacher Training College, beyond being a source of further inservice credentialling, would be an autonomous center of more modern professional excellence is still in process. Currently, it remains a center of credentialling programs of a more limited sort and its internal full-time training program has had difficulty expanding.

Similarly, efforts at reform of the curriculum and syllabus are also in process. A new trial curriculum has yet to achieve legitimacy. This curriculum, originally intended to produce the sort of clarification, simplification, and codification that would help to achieve a tighter sense of instructional direction, is more expanded in coverage than the older curriculum.

A clearer success is the attempt to provide instructional resources to local schools and teachers through the District Resource Teacher (DRT) program. This program is clearly in place, and some 70 DRTs (together with a number of externally provided Primary Resource Teachers) provide service to the schools. The program makes a difference -- this shows up in the interview data and even in the quantitative data. The DRTs clearly help improve instruction, but along more traditional directions than originally anticipated.

***RECOMMENDATION 2:** In assisting Lesotho, and countries in which there are great gaps between local reality and the admired high educational models, attempts to improve instructional practice along rather traditional lines are more likely to be implemented and effective than are attempts to redirect instructional styles in more participatory and student-centered (or locally influenced) directions.*

Improving Management and Organization:

I. Strengthening Information and Integration

Primary education in Lesotho, has always been a weakly integrated structure, and expansion over many decades has done nothing to provide stronger links. The governing Ministry had limited organizational capability, relatively few resources, and rather little authority (beyond inspection rights and responsibility) for the schools, which it did not own or control. Local communities have been very poor, have lacked legitimate and effective organizational structures in any case, and did not formally control the schools. The church Proprietors, who did have formal control, lacked both the resources and the organizational capability to do much about it.

Thus it seems that nobody in the country had a list of the operating primary schools, let alone lists of their teachers and counts of their students and accounts of their budgets. Even on the basics -- such as constructing, administering, collecting and scoring crucial national examinations -- great weakness left for much dependence on external bodies. Great suspicion obtained in place of organizational clarity, and even in the very limited review involved in the present study, vague stories cumulate about strategically misreported counts of students and teachers and even schools, and also about the mismanagement of funds by essentially every party to the system.

Improving this organizational situation has been high on both domestic and international agendas. At the local level, the effort has been to get proper counts and accounts in place, and also to create a local management system with proper committees and allocations of responsibility. At the national level, the effort has been to similarly create accurate and efficient data systems permitting orderly planning, reporting, and analysis of the state of the system.

These efforts have produced considerable improvement. Much more, and more accurate information now exists on schools, classrooms, and their facilities; on the distribution of textbooks and other materials; on counts of students and teachers, and on specific dimensions such as Standard, age, repetition rates, and so on; and on financial matters. Lesotho primary education is by no means transparent, as yet, but great improvements have clearly gone on. Thus,

RECOMMENDATION 3: In countries like Lesotho, with weak information and organizational systems, continuing efforts to improve organizational information and control systems are necessary, and in the long run are likely to show impacts.

Improving Management and Organization: II. Reform, Fragmentation, and Decoupling

Management improvement, in Lesotho primary education, has had two meanings, which require differentiation. And so has the term 'efficiency', to which it is often married. First, it has had the straightforward meaning, discussed above, of increased information, communication, and accountable control, and second, it has meant reform, redirection, restructuring and new purposes.

External support, and internal mobilization, has been used -- not simply to improve organization -- but to reform and redirect it, to add and change purposes, and so on. This has produced, overall, not a rationally differentiated system, but a fragmented one made up of parts with inadequate linkage to each other. The common effect here is not organization but decoupling. The Lesotho primary educational system is filled with components that (a) are poorly coordinated with each other, and (b) have little relation to practice, and to the local school.

At the national center, we can observe many examples, (a) A National Teacher Training College, reputedly imbued with a new educational spirit, replaces an older system of training programs operated by the churches who actually need and choose the teacher products. The new college is still ineffective in production and poorly linked to the market it is to serve. (b) Older and traditional curricular arrangements are replaced by a new body, with a new spirit. But the new structure is poorly linked to practice and to its constituencies, and its ability to implement its program in any practical sense is unclear. (c) New bodies are created for the control and assignment of teachers. These stand alongside older ones, involving local and/or church control. and (d) Local communities are being empowered to assume more responsibility for management and review of schools, but are untrained for this role.

At the periphery of the system, in the local school setting, one observes the same fragmenting results. The local school is a repository of the archaeological layers of the history of the system. It is owned by church Proprietors, inspected and approved by the more recently centralized national state, and in a reformist wave encouraging participatory decentralization -- to be managed by local committees, partly elected.

The review leads us to the conclusion that much effort at organizational reform, in contrast to simple improvement, has had unclear benefits for Lesotho primary education. Basic adoption and implementation have been massive hurdles (note the history of the National Teacher Training College, or the difficulties associated with generating the new Education Act). It is often impossible to know how things might ultimately work out. How do we, for instance, assess the consequences of the recently passed Education Act? At this time, we can simply note that enormous effort was involved and a democratic process was used.

This discussion leads to the following two recommendations.

RECOMMENDATION 4: In Lesotho, with strong commitments to educational expansion and improvement, international support for the improvement of management and organization should concentrate more on strengthening existing structures rather than creating new ones representing special "reforms."

RECOMMENDATION 5: Organizational and management reform, over and above simple improvement, may involve costs in terms of duplication, conflict, and inefficiency. It is always important to review the full range of costs of the structural reform, along with the simpler efforts at incremental improvement.

Reliance on the Institutionalized Value and Meaning of Education

Education is a broad, and historic, commitment, and continues to be so. The faith in its power to confer individual and collective benefits penetrates every component of world society. As indicated, the meaning of education is by no means local, and not really national: education, in Lesotho is a transcending worldwide form, to which the best the locals can do is try to conform.

It might be better to rely on two facts: (a) modern educational cultures, worldwide, are rapidly adapting to an incorporating the environmental movement and perspective, and indeed set this up as a standard. (b) Lesotho educators already have multiple links to, and much identification with, these modern educational cultures. Perhaps the effort should simply be to generally improve their situation and linkage, and rely on the overall power of evolving modern educational culture to produce needed changes. Thus,

RECOMMENDATION 6: The educational systems of Lesotho, and other countries with much commitment to modern schooling, are open to and interpenetrated with general educational standards. Thus donor efforts at general educational improvement are likely to carry with them needed changes in educational culture. It may not be necessary or useful to build them into special, fragmenting, and expensive efforts at component-by-component structured

change. For instance, efforts to make teacher attitudes center more on effective and participatory instruction are likely to be less effective than the long-run effects of national and world educational culture.

VII

LEARNING FROM THE EXPERIENCE

This section is organized according to the target areas of the four technical advisors; expand and upgrade teaching force, improve quality and availability of curriculum and instructional materials, improve financial management, and improve educational management and general project management. Within these areas, tactics, actions for sustainability and lessons learned are presented.

Expand and Upgrade Teaching Force

Tactics

. The management advisory position at NTTC needed to be a three year assignment rather than two years. This was necessary in order to increase sustainable development opportunities, especially in a country where external events are as numerous as in Lesotho and tend to impede implementation plans. Sustainable policy reform activities, such as autonomy and the early primary pre-service specialization program, move slowly. The advisor needed a longer presence to effect the system. In addition, any mobility in the counterpart leadership positions, such as deputy director or director positions, affects continuity and impedes development of an effective working relationship between the advisor and the counterpart. Effective working relationships take time to develop.

Actions for Sustainability

. The legislation providing NTTC with autonomy still is not in place although it is expected to be passed in the near future. The autonomy of NTTC affects the employment and retention of qualified staff which affects the quality of teaching and quality of NTTC's products. Autonomy continues to be a key issue to be resolved related to the future development of NTTC and needs continued emphasis by the MOE and donor community.

. The computerization of accounts, computerization of registration/admissions, and linking of the budgeting and planning process at NTTC, need to be sustained. In order to create an expanded and efficient NTTC, which can meet the teacher training needs for Lesotho, these management systems need further assistance. This means continued training of the NTTC staff and continued technical support by MOE and/or other donors in order to maintain sustainability.

Lessons Learned

. Agents of change are not always appreciated. When the Advisor arrived at NTTC he was highly impressed by the insights, energy, and vision of the Director. The Director made very clear that he saw himself as an agent of change at the College and that he

wanted to foster very high expectations for staff and students. The Director was aware that not everyone at the College accepted his agenda of change and that some of his colleagues seemed very comfortable with the status quo. The Director assumed that he was selected for his position at NTTC because those who appointed him also saw the need for the College to change. His appointment occurred before the election in March, 1993, but he assumed that new officials in the Ministry of Education agreed with his goals and understood that he might encounter resistance at the College. The Director did indeed encounter resistance in the form of student strikes and staff protests. His departure from the College was taken as a sign that the protesters were correct and the Director's agenda for change was probably incorrect. The message that the Director was wrong in his goals might not have been intended, but it was delivered. One lesson to be learned from this series of episodes is the essential need to have shared understandings of both goals and tactics at the highest levels.

. Plan for the future but adjust to the present. The Advisor found the five-year sector development plan to be an impressive document. A clear vision for primary education in Lesotho was articulated. No one could expect such a comprehensive plan to be completed as originally conceptualized. At the same time, one would have needed a crystal ball to predict all of the events that have affected not only NTTC but all aspects of the project.

. Look for unintended outcomes. It is not surprising that such activities as the Primary Education Project set intended outcomes. Usually the success or failure of such activities is judged on the degree to which the achievement of intended outcomes can be documented. The degree to which intended outcomes were achieved is important. We also need to keep in mind that any activity such as the Primary Education Project produces, for better or worse, outcomes that were not necessarily intended. This Advisor was affected in many ways by the context in which he worked for the last two years and by people with whom he worked. In turn, the Advisor has affected others in ways that he will never know.

Improve Quality and Availability of Curriculum and Institutional Materials.

Tactics

. Previously, NCDC had Macintosh computer equipment and then converted to IBM, causing difficulty in re-training staff; program transferability and general maintenance. Simultaneously, PEP, initially, ordered Mac equipment to be compatible with NCDC and then, likewise, changed to IBM. MOE and contractor computer equipment needs to be consistent and uniform in its specifications and compatible with local service and host country voltage, with local access to maintenance being a key factor affecting type of equipment to be bought. USAID really needs to allow for a waiver on the BUY AMERICA POLICY relative to computer equipment. The voltage, paper size, availability of service, etc. all need to be compatible to Ministry equipment and to what is available locally, else there will be little to no sustainability in the upkeep and maintenance of expensive computer equipment given to the local institution upon completion of contract.

Actions for Sustainability

- . It is important that the MOE continue to develop the South African linkage in conjunction with NCDC's short-term curriculum planning and testing/evaluation training needs. This will help sustain improvement in the quality and availability of curriculum and instructional materials needed for the schools.
- . The end-of-level tests, teachers' guides, and classroom assessment techniques (Standards 1-3) need to be produced and distributed to all schools along with appropriate training.
- . The Standard 3 testing needs to be completed on an annual basis. The system has proven itself to provide reliable results which can be used by educators to make meaningful interventions into pupil learning.

Lessons Learned

- . Capacity building/training activities were included as an integral part of activities completed at NCDC (e.g., development of end-of-level guides, development of classroom assessment techniques, development of teachers' guides, development of instrumentations for monitoring the implementation of the syllabi, development of Standard 3 test, and associated data analysis). The integration of advisement, development and training as an integral package is one of the keys to sustainability development.
- . A close relationship has developed between the NCDC director and several members of the NCDC staff with the contracting institution. These relationships and ties will supercede the completion of PEP. Affiliations with institutions of higher learning in the U.S. developed as the result of training opportunities and/or contractor commitments and relationships are best when long-term beyond the life of project. The use of higher education institutions, particularly in the U.S., as contractor or training institutions for developing country personnel, tends to develop strong commitments and ties which facilitate future host country sustainable development opportunities beyond initial project agreements.

Improve Financial Management

Tactics

- . USAID should be acknowledged for their support in facilitating the additional training, computer rentals, and advisory assistance provided to facilitate implementation of a computerized accounting system at the MOE. The support was appreciated and an important factor in increasing the potential for implementation of the computerized accounting system within the MOE financial unit. (Note: With completion of PEP on 31 Aug. 96, further assistance by the MOE and/or other donors is still needed.)

Actions for Sustainability

- . Currently, the ACCPAC system is installed in the Financial Unit of the MOE and is in the process of being operationalized. More one-on-one assistance is needed plus a systems

person and/or reliable local/regional expert with sufficient technical knowledge of ACCPAC to help with further implementation and maintenance of the system. The MOE and/or another donor must support the continued training of staff in order to help with implementation at the off-site units and to sustain work which has been completed to date.

. Continued improvements in the estimates process, upgrading of staff positions, upgrading of the internal audit team, less staff turnover and/or transfer (especially of the ACCPAC trained staff), and better inter-agency cooperation and communication with the School Support Units (e.g., School Supply Unit, Stores, National Teacher Training College, Lesotho Distance Teaching Center, Lesotho High School, and Lerotholi Polytechnical Institute) are needed in order to create a fully functional and efficient financial unit within the MOE. More computer hardware is also needed for some of the support units plus more training to fully sustain the system. Additional MOE and/or foreign donor assistance is needed to assist with these tasks.

Lessons Learned

. The line of responsibility for the accounting cadre needs to be more clearly delineated, especially for those working with capital grants; Financial Controller, Deputy Principal Secretary, and Director of Planning. This has created some ambiguity for the Advisor. It is important to clarify counterpart roles and line and supervisory responsibilities so proper procedures/protocol can be followed for activities implemented.

. In the design, implementation, and operationalization of a comprehensive accounting system, such as ACCPAC, the advisor needs to both advise and assist. It is important that the advisor perform some of the operational types of activities in order to show unit support and commitment. The team unity and support which develops will help enhance the advisors role. Counterpart credibility/commitment and acceptance, which are critical to a technical advisor effectiveness, can best be developed through a combination of both advisory and assisting types of work activities.

Improve Educational Management

Tactics

. The project management time demands on the COP were excessive, partially because of the shortened life of the project, thus, minimizing the technical advisory role of the COP. USAID needs to stay with their original time frames as shortened time frames not only affects the load on the COP but also impacts on MOE sustainability. In the case of PEP some local program assistance was provided which was of considerable help, USAID should be commended for this. Also, some additional STA was provided to the project.

Actions for Sustainability

. Because of the under-staffing and under-training which exists within the educational management area of planning and statistics, all programs and procedures prepared by MOE staff and consultants need to be documented in an easy-to-use manner, use standardized

software applications, and be manageable. Programs need to be as self-instructional as possible, so staff with limited experience can follow the instructions and learn by doing. The PSLE procedure manual, new indicators/policy analysis program, the data management/SPSS using Windows manual, and the work at NTTC and NCDC were developed and implemented with this thinking in mind. Mobility and/or transfers are a constant problem and tends to hinder units which are high-tech dependent. The MOE needs to continue to upgrade its staff technically and maintain full staffing in units like statistics and planning if it wants an effective and sustainable EMIS unit.

. Another issue of concern is the staffing of the Examination Center of Lesotho (ECOL). ECOL should have assumed responsibility for managing the PSLE in 1995 and now will only assume partial responsibility in 1996. To date, only one person has been hired to assist with the PSLE. PEP has provided training to this person on the PSLE process, use of the Statistical Package for the Social Sciences (SPSS) and review of documentation, but sustainability still remains a concern relative to the PSLE/ECOL transfer.

Lessons Learned

. Data quality, presentation, and implications for policy decisions are the important data utility factors. The Lesotho MOE has typically been overly involved with data quantity; for example, the school mapping exercise and annual statistical surveys. The questionnaires were lengthy and wordy. This tends to create data accuracy issues, data input and management problems, minimized time and effort for data analysis and presentation, and delayed output reports. The important principle, which most developers forget and/or are unaware, is to focus the data collection and review outputs, data presentation and policy implications before the data are gathered. These issues should be considered first, but usually are last. The message is to keep the data minimal, manageable, and policy focused.

. Training, standardized applications, proper documentation, and up-to-date hardware and software are probably the most important elements of a quality EMIS system. Every effort needs to be made to focus on these items in assisting developing programs in EMIS. Various staff can specialize in different applications but it is very difficult for one person to be proficient in more than two or three applications. Mobility is also an issue as highly trained technology staff have multiple opportunities; consequently, junior level staff always need to be in training with the senior level staff to learn the programs. Detailed step-by-step documentation is essential along with standardized packages, rather than customized programs, to help provide the program continuity necessary for an efficient and responsible EMIS system.

General Project Management

Tactics

. A facilitative and cooperative style of management by USAID is more productive than micro-management. The COP has experienced both methods and finds the mutually supportive role much more productive than the "control them" and "catch them" attitude.

Actions for Sustainability

. It is important that staff development activities such as in-service, third country training, study tours, and other professional activities, short and long-term, overseas and in-country, continue to be an integral part of the MOE budget. It is through the training effort that capacity building is developed and sustained. It is also important for sustainability that the MOE maintain the South Africa training and support linkage and continue U.S. and other country affiliations.

Lessons Learned

. If non-project assistance funds are to be used for policy reform in developing countries, the number of conditionalities needs to be more manageable. The funds to be transferred should not be dependent on 100 percent accomplishment of the conditionalities but be prorated in accordance to the performance level implemented. This allows for a more proactive and facilitating approach instead of all funds being held up because of one or two conditionalities not being met.

. Conditionalities should be tied to building up the core system and not limited to reform and innovation, which are likely to change in character over time.

. The project assistance team should to be linked more directly to the conditionalities set by the non-project assistance funds so both project and program can be more mutually supportive of each other.

. USAID regulations need to be simplified, standardized and published in an easy-to-use format. Presently, there seems to be a variance between Missions and contracting officer interpretations of the regulations.. This creates a certain amount of uncertainty on the part of the contractor as to what is, or is not, applicable in the contract.

. Lastly, and maybe most important, when USAID plans a comprehensive program, such as the education sector development program in Lesotho, which involved multiple donors and project and non-project assistance funds, USAID should not shorten the overall life of project, as that seriously impacts on sustainability. This was clearly the case in the financial and EMIS areas, as initial structures were in place but needed more time, and with Tranche IV funding, as this money was needed to complete and sustain planned MOE program reform efforts. Considerable funds had been invested in technical advisors and training and it is a shame when these efforts are not allowed to have full impact.

APPENDIX A
LTA - SUMMARY REPORTS

**SUMMARY OF
LONG-TERM ADVISORS FOR PEP**

Name	Dates at Post	Person Months	Job Title
G. R. Boardman (LTA)	15 Jul 94 - 31 Aug 96	25.5	Team Leader, EMIS and Statistics Advisor
S. A. Burchfield (LTA)	16 Nov 92 - 03 Dec 93	12.5	Team Leader, EMIS and Statistics Advisor
Z. Khan (LTA)	1 Nov 95 - 31 Aug 96	10.0	Finance Advisor
B. D. Combs (LTA)	26 Oct 92 - 31 Oct 95	36.0	Finance Advisor
R. M. Clark (LTA)	01 Nov 92 - 31 Dec 94	24.0	NTTC Advisor
R. S. Barcikowski (LTA)	13 Jun 93 - 12 Jun 95	24.0	Testing and Evaluation Advisor
		LTA total= 132 p.m.	
M. C. Leherr (Program Assistant)	01 Jan 95 - 30 Jun 96	18.0	Systems Analysis/Prog.
S. Benson (Program Assistant)	01 Mar 96 - 30 Aug 96	2.5	ACCESS/DBASE
		Prog. total = 20.5 p.m.	

LONG -TERM ADVISORS AND WORKING PARTNERS

Advisor	Unit	Working Partners
G. R. Boardman and S. A. Burchfield	Statistics/ Planning	A. Seithleko, DPS - 7/93 M. Makakole, Director - 4/95 M. Motselebane Chief Econ. Planner (transf. Min of Planning) K. Marite, Chief Econ Planner A. Mothibeli, Principal Statistician M. Maema, Program Analyst
Z. Khan and B. D. Combs	Financial Management	A. Seithleko, DPS - 7/93 A. Sekhobe, Acting FC - 5/95 R. Ntsasa (transf. to Min. of Natural Resources) P. Latela, Acting FC (ret. to capital projects) R. Morojele, FC (transf. to Works) J. Ramoholi, FC (contract terminated)
R. S. Barcikowski	NCDC	N. Maphasa, Director - 3/93 T. H. Shale, Director (before Maphasa) P. Kaphe, Director (before Maphasa) J. Nkuebe, Testing Officer M. Mphaka, Testing Officer P. Khoapha, Research Specialist M. Makoele, Evaluator
R. M. Clark	NTTC	J. Oliphant, Director - 7/94 P. K. Motholo, Acting Director (ret. to Inspectorate) M. Sekhamane, Dir. (now with UNICEF) M. Sekonyela, Dep. Dir. (transf. to LP) M. Mothae, Dep. Director
<u>Program Assistant</u> M.C. Leherr	Statistics/ Planning	ECOL/NTTC/NCDC/Planning/Statistics
S. Benson	NTTC/NCDC	Mafitoe, Registrar/NTTC Makoele, Evaluator/NCDC

CHIEF OF PARTY/EDUCATIONAL MANAGEMENT INFORMATION SYSTEM ADVISOR

Dr. G. R. Boardman

15 July 1994 - 31 August 1996

Statistics/Planning Unit - Ministry of Education

The Statistics Unit along with the Planning Unit comprise the Ministry of Education units responsible for the compilation and publication of the annual statistics reports, other related statistical publications and reports, an annual plan, a five year plan, and management of donor funded projects - program and capital projects.

This COP/EMIS advisor replaced an initial advisor who had to leave prematurely due to personal/health reasons. The advisor had the responsibility of advising in the Statistics/Planning Unit in addition to handling the PEP overall project management activities. Major responsibilities included the following:

- . Serve as contractor's field team Chief of Party.
- . Advise in meeting of some USAID program conditions and in collecting and compiling the information MOE provides to USAID.
- . Advise in improved internal capacity; that is, institutional capacity building through short and long-term training assistance, related studies, and local/regional tours.
- . Advise in improved data collection; that is, indicators, annual school data collection, data accuracy, and data analysis and presentation.
- . Advise in improved data use; that is, reporting formats, design and implementation of appropriate dissemination systems, and trend analyses on the effects of GOL policy.

In what follows, the accomplishments of the COP/EMIS advisor, along with the program assistant and some short-term consultancies as related to the EMIS activities, are discussed with respect to the preceding responsibilities.

Accomplishments

Chief of Party/Project Management

In summary, contractual STA, LTA, STT and LTT were met. Fifty-five person months (p.m.) of short term assistance (STA) were provided out of 55 p.m. planned, 132 p.m. of long-term assistance (LTA) were provided out of 132 p.m. planned, 141 p.m. of short-term training (STT) were completed (102.7 p.m. in-country and 38.3 p.m. regional/overseas) exceeding the 90 p.m. planned (60 p.m. in-country and 30 p.m. regional/overseas), and

126 p.m. of long-term training (LTT) were completed out of 132 p.m. planned (6 candidates received a Masters degree and 1 candidate is lacking 9 credits from a Masters Degree, out of 7 programs planned). Additionally, USAID/MOE briefings and reports were provided as scheduled, including monthly financial reports, quarterly and annual project reports, annual inventory reports, updated Life of Project (LOP) plans, training plans, budgets, and contract modifications as required.

Program Conditionality Support

The PEP long-term technical assistance (LTA) advisors and some short-term assistance (STA) advisors, where appropriate, advised and/or assisted in providing information in support of the USAID conditions precedent (CPs). Specifically, the following PEP CP assistance was provided:

- . Assistance in review of Accountant General budget warrants and MOE recurrent budgets showing allocation for primary education (LTA).
- . Advisement in development of NTTC plan for lower primary emphasis in pre-service program and lower primary specialization in the in-service program (LTA and STA).
- . Advisement in plan for improved structure and management of NTTC (LTA).
- . Assistance in development, training, and trial testing of Standard 3 Skills Checklist and Standard 3 Achievement Test (LTA).
- . Assistance in database management and analysis for school furniture distribution (STA).
- . Assistance in conduct of information campaign on underage, overage and repetition (STA).
- . Assistance in providing information on overcrowding and repetition (STA).
- . Assistance in development of a school committee plan and training of trainers program (STA).
- . Advisement to counterparts in finance, teacher training, curriculum, and planning in reviewing of the CPs in general (LTA).

Capacity Building

The planned deliverables in institutional capacity building were met: in long-term training there were seven U.S. Masters degree program participants, 7 were planned; in short-term training there were 141 p.m. of training delivered, 90 p.m. were planned; and in special studies there were 11 studies completed, 11 were planned.

. Six long-term Masters degree participants completed their programs: teacher education (4), primary/staff development (1), and research and evaluation (1); while one long-term participant, educational policy/planning (1), is lacking nine credits from completion.

. Short-term training assistance was provided as follows: National Curriculum Development Center (NCDC), in-country, 21.9 p.m., and regional/overseas, 16.3 p.m.; National Teacher Training College (NTTC), in-country, 4.85 p.m., and regional/overseas, 12.9 p.m.; District Resource Teachers (DRTs), Primary Resource Teachers (PRTs), and classroom teachers, in-country, 39.05 p.m., and regional/overseas, 0.0 p.m.; and finance/management/planning, in-country, 36.9 p.m., and regional/overseas, 9.1 p.m.

. Special studies conducted were as follows: Assessment of Progress and In-Service -DRTs Program; Standard 3 Achievement - 1993/1994/1995 National Test Results (3 Vols.); School-Based Study (2 Vols.); Out of School Youths - Alternate Learning Approaches to the Formal System; Overcrowding in Lesotho Primary Schools - The Impact of Overage, Underage, and Repetition; A Parent Knowledge, Attitude and Practice (KAP) Survey; Lesotho Primary School Resource Mapping Survey; Audit of Data Accuracy and Flow; Use of Data for Planning and Indicators Development; Organizational Integration in Lesotho Primary Education System; and Impact of PEP Policy Initiatives on Lesotho Primary Education.

Data Quality

Six person months (p.m.) of data analysis training were provided in the use of the Statistical Package for the Social Sciences (SPSS). A Data Management Training Manual - Using SPSS for Windows and SPSS File Documentation Manual for the Lesotho Primary School Resource Mapping data were developed. Regional training included a two week and a one week study tour to Namibia and Swaziland and a two week program, coordinated through the University of Western Cape, to the Republic of South Africa. Also, a workshop on relational databases and selected local computer classes were provided. A special study on *Data Accuracy* was completed, a report on the Use of Data for Planning and Indicators Development was prepared, and a Preliminary School Leaving Exam (PSLE) Procedures Manual, using an upgraded program format and a packaged software program, was developed and implemented. Additionally, one-on-one assistance was provided to individual members of the Statistics Unit on the use of DBase, Foxpro and Lotus and in instrumentation development.

Data Utility

Twenty p.m. of long-term training in the U.S. were provided in policy development/planning to a member of the Planning Unit. Also, 2.1 p.m. of short-term training in Budgeting and Policy Analysis was provided at the Harvard Institute for International Development, U.S., for a second member of the Planning Unit, and support for attendance at the Southern Africa SACHES conference and Kenton Education Conference for a third member. An updated, more user-oriented, Annual Statistical Report format has been prepared and initial work begun on a "first generation" primary reform support computer model. Additionally, assistance has been provided on the merging of the

1994 PSLE Scores, Standard 3 Achievement data - 1993 and 1994, and MOE mapping data, aggregated by school level, to provide better output data on the schools.

Recommendations/Actions for Sustainability

. **Staff Development.** Because of under-staffing and lack of being able to hire fully qualified staff in the educational management area of planning and statistics, it is important that staff development activities; such as, in-service, third country training, study tours, and other professional activities, short and long term, overseas and in-country, continue to be an integral part of the unit. It is through the training effort that capacity building can continue. Additionally, for further development and sustainability, it is important that the MOE continue to develop the South African training and support linkage, continue U.S. and other developed and developing country affiliations, develop an access to global networking, and continue to invest in staff development and training activities.

. **Documentation of Programs/Technical Upgrade.** All programs and procedures prepared by MOE staff and consultants need to be documented, prepared in an easy-to-use manner, be based on standardized software applications, and be user friendly and manageable. Programs need to be as self-instructional as possible, so staff with limited experience can follow the instructions and learn by doing. The PSLE procedures, new indicator/policy analysis program, data management/SPSS using windows manual, and other PEP programs at NTTC and NCDC were all developed with this in mind. Staff mobility and/or transfers are a constant problem which hurts units which are high-tech dependent, such as planning and statistics; thus, the MOE needs to continue to make every effort to document its programs completely, fill open positions with technically competent personnel, pay good salaries, and upgrade positions and staff as much as possible.

. **Data Utility.** Data quality, data presentation, and user-oriented output related to policy decisions are important factors in data utility. The Lesotho MOE has typically been too involved with data quantity; for example, the school mapping exercise and annual statistical surveys. The questionnaires were lengthy and wordy. This tends to create data accuracy issues, data input and management problems, minimized the time and effort for data analysis and data presentation, and delay output reports. The important principle, which most developers forget and/or are unaware, is the need to minimize and focus the data collection. The developer must think about why the data are gathered, the presentation of data and the policy implications when the instrumentation is being developed. These questions should form the framework for the data collection, but almost always are only minimally considered. For better data utilization, the MOE needs to make every effort to better coordinate data collection among the various program units, keep the data collection minimal and focused, and, as much as possible, relate the data to policy.

. **PSLE/ECOL.** Another important item is the staffing of the Examination Council of Lesotho (ECOL). ECOL should have assumed the responsibility for managing the PSLE in 1995 but didn't. This is an issue which PEP has continued to bring to the attention of the MOE. To date, only one person has been hired to assist with the PSLE. PEP has provided extensive training to this person in terms of the process and the documentation, but sustainability still remains a real question in the area of the PSLE/ECOL transfer process.

Lessons Learned

. **EMIS.** Training, standardized applications, proper documentation, user-oriented output, and up-to-date hardware and software are probably the most important elements of a quality EMIS system. Every effort needs to continue to be made to focus on these items in developing the EMIS program. Various staff can specialize in different applications but it is very difficult for one person to be proficient in more than two or three applications. Mobility is also an issue as highly trained technology staff have multiple opportunities; consequently, junior level staff need to be in training with the senior level staff to learn the programs. Detailed step-by-step documentation is essential along with standardized packages, rather than customized programs, to help provide the program continuity necessary for an efficient and responsible EMIS system.

. **Non-Project Assistance.** Such funds are a useful tool for policy reform in developing countries, but the number of conditionalities need to be more manageable and continue to focus on the intent as they are operationalized. The funds to be provided should not be dependent on 100 percent accomplishment of the conditionalities but be prorated in accordance to the performance level implemented. This allows for a more proactive and facilitating approach instead of all funds being held up because of one or two conditionalities not being met. Also, the project assistance team should be linked more directly to the conditionalities set by the non-project assistance funds so both project and program can be more mutually supportive of each other.

. **COP Workload/USAID Management.** With the time demands associated with the COP position, the bureaucratic requirements of USAID, and increased management duties because of a shortened life of project, it was difficult to provide the full level of effort which was needed in the EMIS area to implement all activities to the level required for maximum sustainability. Some additional program assistance person months (18.0) were provided to the COP and, simultaneously, a South Africa regional support system for training and technical assistance was put in place -- both of which helped to provide opportunities for increased accomplishments and future access to sustainable resources.

. **USAID Contract/Regulations.** USAID regulations need to be simplified and published in an easy-to-use format. There is considerable variance between Missions and contracting officer interpretations of the regulations as the result of the current process. This causes some discretion in implementation and a certain amount of uncertainty on the part of the contractor as to what is, or is not, applicable in the contract.

CHIEF OF PARTY/EDUCATIONAL MANAGEMENT INFORMATION SYSTEM ADVISOR

Dr. Shirley A. Burchfield

16 November 1992 - 3 December 1993

Statistics/Planning Unit - Ministry of Education

The Statistics Unit along with the Planning Unit comprise the Ministry of Education Units responsible for the compilation and publication of the annual statistics reports, other related statistical publications and reports, an annual plan, a five year plan, and management of donor funded projects - program and capital projects.

Accomplishments

Four areas of accomplishments were noted and are as follows:

1) Annual Statistics

Assistance was provided in the development of the 1992 statistics. A large number of schools (150) did not return their forms; consequently, it was decided to estimate the missing information, using an average percentage, increase or decrease, over the past five years. Additionally, assistance was provided in revising the 1993 form to include questions about teachers' guidelines and handbooks. The 1993 form also included a question about sources of income. In addition, a series of workshops were carried out on the following topics:

- . Purpose and use of annual statistics
- . How to file the annual form
- . Suggested improvements to the form
- . Techniques for obtaining better cooperation from the respondents
- . Follow-up procedure
- . Procedure for checking and verifying data
- . Development of a training schedule
- . Use of information available from school mapping exercise for improving data collection.

2) School Mapping Study

The MOE Planning Unit has undertaken a school mapping study, the purpose of which was to provide guidelines for the equitable distribution of resources such as classrooms, furniture, instructional materials and teachers to schools. A considerable amount of time was provided assisting in the questionnaire development stage and in developing a proposed database structure and in coding.

3) Advisory/Staff Development

Assistance was provided to the Head of the Statistics Unit in developing an annual plan and in preparation of a report on the progress toward that plan, training was provided to the Head of Statistics on LOTUS 123 so that she could assist in production of the tables in the Annual Statistical Report, a two week EMIS study tour was arranged and conducted for four MOE Planning and Statistics participants to Namibia and Swaziland, and the MOE/EMIS

system was reviewed and recommendations made about its use and improvement.

4) Administrative/Management Responsibilities

Responsibilities included setting up the PEP office, coordination of consultants, preparation of semi-annual reports, meetings/briefings with USAID and MOE, and development of a draft training plan.

Issues/Recommendations

Three issues and accompanying recommendations are presented:

1) Staffing.

A key problem encountered by the Planning Unit is the lack of staffing. At least two positions are vacant and have not been filled due to a hiring freeze, which has had a negative effect on the planning unit to effectively perform its duties.

In an effort to resolve the staffing problems, the Principal Secretary has compiled a list of "urgent staffing" which will be presented to the Cabinet in order to obtain a waiver on the freeze for the hiring of key personnel. This is a MOE issue and one PEP can do little to resolve, except to continue to flag it as critical to the success of PEP, and keep it in the forefront of issues to be raised in USAID/MOE administrative discussions.

2) Expenditure of Program Funds

There is a general lack of understanding on the part of the Heads of Programs about the budget associated with the Primary Education Program. Most department heads say that they are confused about what is available for their use. They report that on several occasions, they have requested funds only to be told that there is no money. There is also confusion about the procedures for requesting funds, about who needs to approve the request, and in determining to which line items invoices should be billed.

It is recommended that, even though several workshops have been held on the topic, additional workshops be held and individual meetings be held between the Planning Unit and heads of departments to explain their budgets and procedures for requesting funds. Also, clarification of the role and responsibility of the Planning Unit in reviewing requests for funding to determine accuracy and appropriateness for funding needs to be emphasized.

3) General Administrative/Management

The administrative responsibilities associated with the Chief of Party (COP) position continues to require much more time than originally anticipated.

It is recommended that an additional secretary or a project assistant be hired to assist with some of the office administrative tasks (e.g., travel clearances, arrangements for consultants, etc.) and the COP should rely more heavily on consultants to assist with some of EMIS responsibilities.

FINANCIAL MANAGEMENT ADVISOR

Zafrul H. Khan

1 November 1995 - 31 August 1996

Background

Comments and recommendations are presented regarding the tasks for the Financial Management Advisor, 1 Nov. 95 to 31 Aug. 96. Four areas were identified which represented separate pursuits within the overall assignment of responsibilities. The key task was the computerization of the MOE accounting records. The four areas were:

1. Assist the MOE in the computerization of its accounting records.
2. Assist the MOE in reviewing and implementing improvements to the estimates process.
3. Assist the MOE in the Auditing Functions.
4. Arrange training for the Accountants of the MOE to assist in raising the Financial Management capabilities of the MOE.

Accomplishments

Assist the Ministry of Education in the Computerization of its Accounting Records

When the Advisor assumed his duties as a Financial Management Advisor on 1 November 1995, he was advised by the MOE Financial Controller that the accounting records design work using the software ACCPAC Plus package had been completed. Later the Advisor found that the design work was incomplete. Described are specific tasks performed by the Advisor relative to facilitating the computerization of accounts task.

Initial Planning and Preparation. A memorandum of Agreement between the Ministry of Education and Quadrant Computers for implementation of ACCPAC was approved by the MOE on 30 November 1995. On 1 December 1995, a meeting was arranged with Quadrant Computers and attended by the Advisor, A. N. Sekhobe, Financial Controller, and P. C. Latela, Principal Accountant, to discuss the procedures and collection of data. During the month of December 1995, a Quadrant representative visited at least once every week to collect accounting documentation and discuss accounting procedures. The appropriate documentation and copies of financial reports were provided to Quadrant..

ACCPAC Training of Accountants. During the discussion on the implementation, Quadrant recommended that for efficient implementation of the computerization of the accounting system, the Ministry must have a sufficient number of trained accountants in ACCPAC. Thus, it was decided that fourteen (14) additional accountants of the Ministry should be trained. This training was arranged at the Quadrant Training Centre. The training cost was paid separately to Quadrant Computers.

Workshop on ACCPAC. A workshop was held at Maseru Sun cabanas hotel on 6 February 1996 to explain to the Ministry officials about the ACCPAC software and the benefits of computerization of the Ministry's accounting system. The workshop was attended by 23 Ministry officials.

Renting of Software and Hardware. A survey was made in February 1996 to ensure that appropriate hardware and/or software would be available at each of the six program sites of the Ministry. It was noted that some programs did not have hardware and/or software. On the recommendation of Quadrant Computers, ACCPAC hardware and/or software was purchased or rented so that the computerization of the accounting system could be implemented without further delay.

On 12 March 1996, Quadrant sent a memo to the Financial Controller advising that the initial design work done by the S. Africa firm (RENCOM) was not complete and the Ministry should request RENCOM personnel to visit Maseru for the analysis of the design work and coordinate with Quadrant so that implementation should start. RENCOM agreed to send two staff who were previously involved in the design work of the Ministry. The RENCOM personnel visited Maseru on 26 March 1996 for two days for the analysis of the design work. The two officials worked for at the office of Quadrant Computers. A meeting was arranged with RENCOM representatives, Ministry officials and Quadrant Computers. In the meeting it was decided that RENCOM would finish whatever design work was remaining and mail the diskette to Quadrant. After a long wait and several telephone conversations and followup faxes to RENCOM, the design diskette was mailed to Quadrant the last week of April 1996. After checking the diskette, Jennings (Quadrant) advised that they were not satisfied with the design work done by RENCOM.

On 20 May 1996, a follow up meeting was arranged to review progress/problems in the computerization of the accounting system. The Ministry officials and Quadrant Computer representatives attended the meeting. After long discussions, it was decided that the Ministry must move forward on this project and received assurance from Quadrant that they were committed to do the job. The Ministry officials reluctantly agreed to pay Quadrant for the months of December 1995, January 1996 and February 1996, and that the March payment should be retained. On 5 July 1996, Quadrant submitted a revised proposal to the MOE. The proposal was not acceptable to the Ministry as the costs were unrealistic.

The Advisor recommends that the Ministry consider hiring a full time ACCPAC Computer Programmer/System Analyst for a period of six months to a year. This person could complete the remaining design work using ACCPAC Plus software and implement the computerization of the MOE accounting System. Since T. Katali has been hired by the Ministry for the maintenance and support of Ministry computer hardware/software, he should directly work under the Programmer/Systems Manager. This would provide Katali with valuable experience and also ensure Ministry sustainability upon implementation.

Assist Ministry in the Preparation and Review Process of Estimates

The estimate process is the process whereby the budget is produced in response to the Ministry of Finance's request. Thus, it is crucial that the process be managed by a cadre

of trained and knowledgeable staff who are familiar not only with the budget preparation associated tasks, but with the format and delineation of objectives within the budget.

The budget for financial year 1996/97 was prepared and submitted to the Ministry of Finance before the Advisor joined the Ministry in November 1995. The Advisor worked with the Financial Controller in the review of the Recurrent Budget for financial year 1996/97, participated in the review of budget meetings with the Ministry of Finance, and was involved in the computerization of the MOE accounting system.

Assist MOE with the Auditing Functions

The Advisor drafted the Scope of Audit for the 1994/95 Education Sector Development plan.. This audit has been performed by KPMG, an audit firm located in Maseru. The draft audit report was submitted on 15 May 1996. An exit conference was arranged with the USAID/PEP Coordinator and MOE officials. This draft report was discussed and a final report was issued on 3 June 1996. The Advisor also drafted the scope of audit for 1995/96 Education Sector Development plan. Quotations were obtained from two USAID approved audit firms. Approval has been obtained from the Auditor General's office to award the contract to one of the audit firms. A letter dated 3 July 1996 has been issued to Ernst & Young for the audit of ESDP for the financial year 1995/96. Mrs. Moteane of Messrs Ernst & Young has agreed to submit the draft audit report by 15 August, 1996 and final audit report by 30 August 1996.

Arrange Training for the Accountants of the MOE

This task was to provide short term computer training for the accountants to assist in raising the financial management capabilities of the Ministry. The following computer training courses were arranged:

- a) Computer Appreciation course for twelve accountants including the Financial Controller at Quadrant Computers in November 1995.
- b) Computer WordPerfect course for four weeks in February 1996 for the Financial Controller of the Ministry.
- c) ACCPAC training in four modules for the fourteen accountants at Quadrant Computers in January 1996.
- d) Lotus 1-2-3 training for the Financial Controller for four weeks in March 1996.

Other training courses should be arranged by the MOE, once the computerization of the MOE accounting system is implemented.

Recommendations

The following recommendations are provided to improve the Financial Management capabilities of the Ministry of Education:

a) The incumbent Financial Controller (FC) has been in an acting capacity for over eighteen months. The FC position is pivotal in running day-to-day operations and advising Heads of Programs on financial management issues. This senior position in the Ministry needs to be filled without further delay.

b) There are approximately eight accountant positions which have been vacant for over a year. The Acting FC has contacted the Accountant General's Office several times to fill these vacant positions but so far the positions remain unfilled. For efficient operations, the vacant positions should be filled as soon as possible.

c) The FC should visit all Ministry programs once a month and meet with the Heads of Programs and Bursars/Principal Accountants to discuss accounting issues, review accounting records -- and advise on any outstanding matters.

d) The Ministry should establish a Budget Section under the FC. A minimum of two accountants should be assigned to this section. These two accountants should be responsible for preparation, compilation and computation of the Ministry budget. They should keep a record of the performance on the budget by Program and Sub-Program. This data could be used when preparing for next year's financial budget, as it would provide insight on actual disbursements in previous years and help with the new financial year budget estimates.

e) The Ministry should request Auditor General for an audit of programs within six months or maximum of one year after end of financial year. This would help the Ministry to answer questions and locate payment vouchers and other documents needed by auditors.

f) It was noted during a recent audit that the filing system for payment vouchers and other documents was poor and certain documents could not be located. The Ministry should hire a file clerk under the FC who would be responsible to maintain files of orders, contracts, payment vouchers and other official documents.

g) The office building where the accountants are housed is old and needs maintenance. Power failures in the building are frequent, sometimes disrupting operations for two to ten days in a row. These power failures can and will damage the computer network. This issue should be given top priority by the Ministry so that the computer equipment is not damaged and account operations can function in an efficient manner.

h) Lastly, as previously noted, the Ministry should consider hiring a full time ACCPAC Computer Programmer/System Analyst for a period of six months to a year to complete the remaining ACCPAC votebook design work.

FINANCIAL MANAGEMENT ADVISOR

B. D. Combs

26 October 1992 - 31 October 1995

Finance Unit - Ministry of Education

As Financial Management Advisor to the Ministry of Education (MOE), five critical areas were identified, which although intertwined, represented separate pursuits within the overall purview of my responsibilities. These responsibilities were as follows:

1. Assist the MOE in the computerization of its accounting records.
2. Assist the MOE in reviewing and implementing improvements to the Estimates process.
3. Review and report on MOE Support Services systems and capabilities
4. Provide short term training for MOE staff to assist in raising the financial management capabilities of the Ministry.
5. Assist the MOE with auditing functions.

In what follows the accomplishments of the financial management advisor are discussed with respect to the preceding responsibilities.

Accomplishments

Computerization of the Accounting System

The computerization of accounting records must be seen not only in the context of the technical tasks associated with such a transition but in the organizational context in which these activities took place. For example, it is only now - three years into the period - that the MOE has actually achieved a fully staffed establishment. Having said this, it should be noted that of this full staff, two individuals are on interdiction while two others are on study leave. Thus the unfilled financial management posts still exist in practice if not on paper. This situation is also exacerbated by the constant turnover of the Financial Management Advisor's counterparts as well as long periods of unfilled vacancies. I have had to accommodate in a three year period the training, orientation and establishment of ongoing relationships with four Financial Controllers, which included three Acting Controllers. Even today there is confusion within the Ministry as to which individual is the acting Financial Controller. Therefore when I scoped out the critical steps for the rationalization of the manual accounting records such as vote books, my task was made even more challenging by the turnover of personnel and the learning curves associated with each new incumbent. This was not limited to the senior staff. As support staff members were trained in appropriate software and computer training, there was no effort, until the latest changeover at the Accountant General's office, to utilize trained staff within the accounts section and to promote from within as opposed to bringing in outside promotables from other departments/ministries. Currently, the ACCPAC accounting system has been installed at the MOE and the GOL has approved the MOE, and only the MOE, to use newly designed computer forms for both the Government Order Form and the Payment Voucher. The FMA, FC and the Accounts staff have also collaborated to redesign the MOE Requisition Form. Although the accounting staff has received training and has been practising on the ACCPAC system and are ready to start using these new forms, the MOE has not technically received the exemption needed to use a specific printing firm (the one who assisted in redesigning the forms) to print these forms, but it has been approved by the Tender Board and is awaiting the Minister's signature. Thus, the system should be up in a short period with the

close support of Quadrant Computer (the ACCPAC agent) through a 6 month special start up service contract to be approved by the MOE.

Improved Working Relationship Within Support Services.

The third major area of responsibility was to review and report on the MOE Support Services System and capabilities. The Support Services group consists of the Deputy Principal Secretary, Financial Controller, the Principal Personnel Officer, the Administrative Assistant secretaries, and the Storekeeper. When I initially investigated the workings of this group, I learned that despite the need to develop a good working and communicating relationship with these individuals, no structured meetings had been held between the staff and the DPS. This obviously led to inefficient use of resources, ineffective communication between subgroups such as the Stores and Accounts and a resultant poor process in areas such as purchasing. The challenge of leadership seemed a decisive factor and I worked to establish a Support Services Group meeting with the DPS. This provided the impetus for the development of an open working relationship between Stores and Accounts. Unless the leader exercises the leadership role in a decisive and determined manner, however, these efforts will not be institutionalized. A weekly meeting to give status, updates and plan for the group's operational aspects would go a long way in making better use of its potential for coordination and support. In addition the appropriate delegation of tasks within this group would further rationalize the work load, increase process efficiency and free up needed time for decision making.

Provided One on One and Structured Training for MOE Staff.

The fourth task was to provide short term training for MOE staff to assist in raising the financial management capabilities for the Ministry. This task was certainly all the more challenging due to the high turnover rate of my counterparts. Nonetheless I worked hard at establishing a climate of trust with my peers and in developing their knowledge as well as learning from their particular perspectives. To this end, therefore, I spent a great deal of time in one on one training with my counterpart.

Enhanced Estimates Process

The Estimates process is the process whereby the budget is produced in response to the Ministry of Finance's request. Thus it is crucial that the process be managed by a cadre of trained and knowledgeable staff who are familiar not only with the budget preparation and associated tasks but with the format and delineation of objectives within that budget. In other words, the estimates process should seek to produce a budget which expresses the realization of goals within the planning period. Inasmuch as there was no such trained staff which assumed this responsibility, the advisor identified and trained a core of 5 accounts staff members to take responsibility in assembling the budget package, communicating and adhering to the Ministry of Finance's formatting requirements and in acting as the "watch dog" group to ensure that the submitted budgets were complete and submitted to the MOF on a timely basis.

Improved Auditing Capabilities of MOE

The final task was to assist the MOE in its auditing functions. The shortage of experienced accounting staff was a great handicap in meeting required audits of certain departments within the MOE. This was exacerbated by the previously alluded to staffing insufficiencies, high turnover rate and consequent inexperienced personnel. In order to alleviate pressure on the overburdened staff and meet the auditing requirements, I persuaded the FC to bring

in the GOL Central Audit to conduct the necessary departmental audits (e.g., LDTC, SSU). While this did not provide a long term solution to the problem of insufficient Financial Management Audit Group's numbers, it did meet the goal of the audits having been completed. This situation also provided me with the opportunity to again persuade the FC to assign a staff member dedicated to a quasi - auditing role. The great benefit of this innovation was to ensure that some books and revenues were audited in a timely fashion in the units which were in most need of this expertise.

Issues/Recommendation

The following issues/recommendation are presented to build on what has been achieved and to plan for contingencies in the future.

1. Strengthen executive support for computer accounting system. Recommendation - fund necessary monies to provide service contracts for local support of the ACCPAC computer system.
2. Better and more consistent working relationships must be established/maintained between the pivotal groups - MOE executive group, support services group, and planning unit. Recommendation - establish weekly and/or monthly meetings among these groups.
3. Maintaining a capable and well trained staff. Recommendation - fund necessary monies to provide continued application oriented computer and management training.
4. Develop and maintain good communication within support services. Recommendation - reactivate the support services group weekly meeting.
5. Expanding the financial audit group. Recommendation - add one more accounting staff person to the MOE audit group.
6. Have all accounting staff in the MOE report primarily to the financial controller. Recommendation - line of responsibility for the accounting cadre should be delineated and communicated to all heads of programs.
7. Need to facilitate the expending of donor monies on capital projects. Recommendation - FC must be responsible for and provide leadership for all the accounts staff, including those working with capital grants.

TEACHERS' COLLEGE MANAGEMENT ADVISOR

Dr. Richard M. Clark

1 November 1992 - 31 October 1994

National Teacher Training College - Ministry of Education

The National Teacher Training College (NTTC) is the only institution in the Kingdom of Lesotho that prepares teachers for the primary school. If primary education in Lesotho is to be improved, then NTTC must play a critical role. This was recognized when the educational sector development plan was developed and when the Primary Education Project was developed and funded by USAID. A Management Advisor was proposed for two-year stay at NTTC, and funds were allocated to help address many other NTTC needs including facilities and programme.

Accomplishments

In this final report an attempt has been made to relate the job description of the Advisor to the Accomplishments and Outcomes of the past two years. Fifteen areas of accomplishments were noted and back-up documents were made available. The accomplishments were as follows:

- (1) Development of performance programs
- (2) Development of annual plans and planning procedures
- (3) Analysis of NTTC workloads
- (4) Assistance in seeking autonomy for NTTC
- (5) Efforts to increase NTTC's production of qualified primary teachers
- (6) Development of an NTTC inventory system
- (7) Plans to develop an NTTC practice school
- (8) Plans for the NTTC library
- (9) Placement of students in master's degree programs in the United States
- (10) Development of data bases for academic and non-academic staff and illustrative uses of data bases
- (11) Development of plans for computer use at the College
- (12) Development of a proposal for NTTC security
- (13) Development of plans for NTTC publications
- (14) Provided assistance in NTTC curriculum development
- (15) Assisted in coordinating NTTC donor activities

NTTC has faced a great many serious problems during the period of the consultancy. In less than two years the College has been led by three different Directors. Students organized a strike, assisted to some degree by faculty. Programs at NTTC require approval at the National University of Lesotho. Misunderstandings about programme status occurred between faculty and senior management at NTTC and between the College and the University. These difficulties contributed to student unrest and to poor morale among NTTC staff. College facilities were damaged during the conflict between factions of the Army and NTTC's academic calendar was disrupted. As the Advisor was developing his relationship with the most recent Director at NTTC, a crisis in government led to a stop-work order that kept the Advisor out of direct contact with the College for more than a month. These problems were discussed in the final report in a section on context and constraints.

Issues/Recommendations

An attempt was made to link sections in the final report in which eight issues and problems were noted by the Advisor and in which recommendations were made. These eight issues/problems included:

- (1) Increasing NTTC enrolment in the PTC programme
- (2) Employment and retention of qualified staff
- (3) Improvement in the quality of NTTC graduates
- (4) Improvement in NTTC's library
- (5) Encouraging research among NTTC faculty
- (6) Preparing for second cohort of in-service students
- (7) Improvement in links with related institutions and agencies
- (8) Improvement in planning, budgeting and monitoring procedures

For each problem/issue a set of recommendations has been generated. In these recommendations an attempt has been made to propose a set of actions to address each issue/problem.

(1) Construct new housing facilities, enroll more first year students in the PTC programme, and increase the NTTC staff in the primary division to accommodate additional students.

(2) Implement autonomy for NTTC, establish a task force to examine staff morale, consider alternative ways of attracting qualified candidates, and explore ways for staff to take on new roles.

(3) Review plans to develop a practice school close to NTTC to support the primary programme by providing more clinical experiences, implement early primary specialization as planned, and improve English language skills of NTTC students.

(4) Allocate a per cent of personnel budget for library personnel, develop/implement staffing plan, analyze/implement training program, improve computer resources, and improve library material requisitions, exchanges and inter-library loan procedures.

(5) Set aside specific resources to support faculty research, provide forums for presentation of research findings to colleagues and other relevant groups, and develop systematic ways of evaluating faculty research as part of promotion decisions.

(6) Evaluate in-service programme, develop detail plan for second cohort of in-service students, assess alternative financial support available, and develop/implement a recruitment plan.

(7) Appoint task force to work on improving links between MOE agencies that deal with primary education, provide regular reports to Heads of Programmes, and implement agreed upon recommendations.

(8) Develop annual plan, monitor annual plan activities, and link the annual plan to the budget.

In the last section of the final report the Advisor commented on tactics adopted by the project team and/or USAID to fulfil the objectives of the Primary Education Project. Suggestions were made concerning tactics that seemed to work well and tactics that might have been improved. The Advisor contrasts the approach in this Project in which control of

USAID funding was largely given to the Government of Lesotho with other tactics in which most funds are controlled at the project level. He concludes that the approach taken in this project may make life more difficult for Advisors, but is more likely to achieve long range benefits.

Actions for Sustainability

The Advisor expressed concern as to whether all the efforts of the past two years were ready to be sustained. He suggested ways in which further efforts of USAID and the Primary Education Project could improve the likelihood of sustainability. He pointed out that his consultancy ends just as the new NTTC Director is beginning his work at the College and recommended that possibilities of appointing another long-term Advisor be explored. Actions needed to increase sustainability were as follows:

- (1) Appoint another long-term advisor for the duration of the Primary Education Project to assist NTTC.
- (2) Maintain regular contact between the PEP COP, the USAID PEP Coordinator, and the NTTC Director to assess the changing needs of the College.
- (3) Provide special assistance, including short-term consultant help, as special needs arise
- (4) Assist NTTC to obtain autonomy and to adapt to autonomy

Lessons Learned

The Advisor concluded his final report with general comments on lessons learned during his experience, and the relevance of this learning to assistance in developing countries. The lessons were as follows:

- (1) Agents of change are not always appreciated

When the Advisor arrived at NTTC he was highly impressed by the insights, energy, and vision of the Director. The Director made very clear that he saw himself as an agent of change at the College and that he wanted to foster very high expectations for staff and students. The Director was aware that not everyone at the College accepted his agenda of change and that some of his colleagues seemed very comfortable with the status quo. The Director assumed that he was selected for his position at NTTC because those who appointed him also saw the need for the College to change. His appointment occurred before the election in March, 1993, but he assumed that new officials in the Ministry of Education agreed with his goals and understood that he might encounter resistance at the College. The Director did indeed encounter resistance in the form of student strikes and staff protests. His departure from the College was taken as a sign that the protesters were correct and the Director's agenda for change was probably incorrect. The message that the Director was wrong in his goals might not have been intended, but it was delivered. One lesson to be learned from this series of episodes is the essential need to have shared understandings of both goals and tactics at the highest levels.

- (2) Plan for the future but adjust to the present

The Advisor found the five-year sector development plan to be an impressive document. A clear vision for primary education in Lesotho was articulated. No one could expect such a comprehensive plan to be completed as originally conceptualized. At the same time, one would have needed an excellent crystal ball

to predict all of the events that have affected not only NTTC but all aspects of the project.

(3) Look for unintended outcomes

It is not surprising that such activities as the Primary Education Project set intended outcomes. Usually the success or failure of such activities is judged on the degree to which the achievement of intended outcomes can be documented. The degree to which intended outcomes were achieved is important. We also need to keep in mind that any activity such as the Primary Education Project produces, for better or worse, outcomes that were not necessarily intended. This Advisor was affected in many ways by the context in which he worked for the last two years and by the people with whom he worked. In turn, the Advisor has affected others in ways that he will never know.

TESTING AND EVALUATION ADVISOR

Dr. R. S. Barcikowski

13 June 1993 - 12 June 1995

National Curriculum Development Center - Ministry of Education

The staff of the National Curriculum Development Centre (NCDC) is responsible for the development, testing, and evaluation of Lesotho's national curriculum. In this regard they develop syllabi, text books, teachers' guides, student checklists, test items, evaluation instruments, and conduct workshops on curriculum and item writing, perform evaluations, and manage research projects.

The Primary Education Project's (PEP) test and measurement advisor to NCDC had the responsibility of advising the NCDC staff on matters related to their responsibilities and activities. Major responsibilities included the following:

- develop and administer a standard 3 achievement test for a small, representative sample of schools, as well as to report on results;
- assist NCDC to develop printed guidelines for standards 1-3 end-of-level tests and train teachers in their use for three basic subjects for standards 1,2,3 (English, Sesotho, mathematics) through District Resource Teachers and National Dissemination Network;
- help identify one or more candidates for training in evaluation;

In what follows the accomplishments of the test and measurement advisor are discussed with respect to the preceding responsibilities.

Accomplishments

Standard 3 Testing: 1993 and 1994

In November, 1993 a set of standard 3 tests and administrator's manuals in Sesotho, English and Mathematics were pretested in two schools in Maseru. The items for these tests were constructed to be tightly tied to the Nation's curriculum objectives. A total of 218 students took part in the pretesting. The plan for pretesting, the results of pretesting, and the changes made in the tests and administrators' manuals are presented in the NCDC report *Standard 3 Achievement: 1993 Pretest Results*.

During the first days of February in the 1994 school year the previous year's standard 3 students, then new standard 4 students, were administered the revised (on the basis of the pretests) tests. This testing engaged 62 schools selected at random from the Nation's schools, and 1587 pupils. The results of the latter testing, hereafter referred to as the 1993 testing, are presented in the NCDC report *Standard 3 Achievement: National Test Results*. The 1994 testing took place in November, 1994 and the results of the testing are presented in the report *Standard 3 Achievement: 1994 National Test Result*. The results of the 1993 and 1994 standard 3 achievement testing indicated that there were no significant differences ($p < .01$) between the total proportions correct or among the proportions correct on comparable individual objectives. The results also indicated the objectives where pupils

were doing well, e.g., on many Sesotho objectives, and where they were doing poorly, e.g., on all English objectives. These results allow teachers, district research teachers (DRTs), and district education officers (DEOs) to focus on areas of weakness and allow the curriculum specialists and the staff at the NTTTC to focus their workshops and/or classes for teachers and/or perspective teachers on pertinent topics.

Major Accomplishment. What makes the assessment of standard three students possible is the system developed to: 1) produce the tests and administrators' manuals, 2) train the test administrators, 3) transfer the student responses to scannable answer sheets, 4) transfer the scan sheet responses into a computer file, 5) analyze the data, and 6) report on the results. This system has proven itself to provide celeritous and reliable results which can be used within five months of testing by educators to make meaningful interventions into pupil learning.

Standard 3 Testing: The Future. In 1995 the staff of the Evaluation Research and Testing Division of NCDC is planning to administer the standard 3 achievement test in 100 randomly selected schools to approximately 1500 pupils. The schools for the 1995 testing have been selected and the tests and administrators' manuals have been prepared. A workshop for the teachers who will administer the tests is planned for July. The staff and the Director of NCDC feel that the National assessment of standard 3 achievement is so important to student learning and curriculum development that they have proposed extending the testing to Social Studies, Science, Agriculture, Health, Home Economics, The Arts, and Religious Education in 1996, and to all of the ten subject areas in both standards 3 and 5 in 1997. A plan for this extension was developed by Mrs. Maphasa, Director of NCDC and this Test and Measurement Advisor and presented to UNICEF for funding.

End-of-Level (Skills) Checklists

The first step in developing printed guidelines for standards 1-3 end-of-level tests was to construct a survey regarding the usefulness and possible improvements of existing end-of-level checklists. In December 1993 this survey was given to 540 teachers who completed 1638 survey instruments. The results of this survey indicated that the availability and use of the Skills Checklists for all standards and subjects were dependent on the location of the school in the foothills, lowlands, or the mountains. The Skills Checklists were available in approximately 50% of the schools in the foothills, 60% of the schools in the lowlands and 30% of the schools in the mountains. Even though 60% of the schools in the lowlands had the checklists available to them, 68% of the teachers in the lowlands did not use the Skills Checklists, compared to 38% in the foothills and 48% in the mountains. The results also indicated that the teachers basically (over 80%) agreed with the curriculum specialists on the importance of the items on the skills checklists and matched what the teachers taught (over 90%). The latter results are presented in the NCDC report *Survey Results: Standards 1-3 Skill Checklists*.

As part of the 1994 standard 3 testing schools were selected so that approximately half of the schools were to have teachers who used the skills checklists and half of the schools were to have teachers that did not use the skills checklists. A comparison of achievement indicated that there were no differences between the performances of pupils from these two groups of teachers when Sesotho, English and mathematics were considered collectively or individually.

In 1994 the Sesotho, English and mathematics curriculum specialists and this Test and Measurement Advisor revised the skills checklists for these subjects. A copy of these checklists may be found in the NCDC report *New Curriculum Skills Checklists for Standards*

1,2 and 3 in Sesotho, English and Mathematics. The checklists were distributed to the standard 1,2, and 3 teachers in a random sample of fifty schools that had been selected for trial of the Nation's new curriculum. At workshops in July, 1994 these teachers were taught how to use the checklists and in November 1994 the DRTs were also given training in the use of these checklists. Following the trial testing and evaluation of the new syllabi and of the checklists, the syllabi and checklists will be disseminated to all teachers in Lesotho.

Candidates For Training In Evaluation

This Advisor assisted Dr. Richard Clark, PEP advisor to NTTC in the selection and processing of Mr. Makoele, a member of NCDC's Evaluation, Research and Testing Division as a Masters Degree Candidate in Educational Research at Ohio University. Mr. Makoele attended Ohio University with distinguished achievement during the 1993-94 academic year.

In October, 1994 this advisor accompanied Mrs. Maphasa, Director, NCDC and Mrs. Mphaka, a member of NCDC's Evaluation, Research and Testing Division, to the annual meeting in Chicago of the Mid-Western Educational Research Association. This meeting allowed both Mrs. Maphasa and Mrs. Mphaka to return to Maseru with new ideas with respect to curriculum development, research and evaluation.

Recommendations

Skills Checklists

Conduct further research on the value of using the current Skill Checklists to assess pupil achievement. Consider answering the following question: *Are teachers properly using the Skills Checklists to assess student achievement?* If the answer to this question is no, then take appropriate steps to correct the situation, e.g. through teacher and pre-teacher workshops and/or DRT intervention.

Other Suggestions

Purchase and hook up UPS systems for all computers at NCDC. Hire a data input person for the Evaluation, Research and Testing Division. Find funds to support the proposed National assessment.

Purchase one reliable car and one reliable four-wheel drive van for use by NCDC staff.

Identify the person(s) responsible for the Primary School Learning Exam (PSLE), properly fund them, and have them order answer sheets from the United States immediately. Allow the out-of-order scanner to be sent to the United States to be repaired and returned as soon as possible. Hire, train and properly equip the person who will operate the scanners.

PROGRAM ASSISTANT

Mary Catherine Leherr

1 February 1995 - 31 July 1996

Included is a summary of those projects in which assistance was provided. More detailed information about each project can be found in the associated project reports. Aside from these projects, responsibilities included computer hardware and software support for the PEP team members, visiting consultants, and the Ministry of Education Statistics staff.

Data Accuracy Study

February 1996 Organized and documented the survey data in SPSS files and assisted Dr. G. R. Boardman/COP with the data analysis.

KAP Study

March 1996 Assisted Dr. G. R. Boardman/COP with data codification, data analysis, and report preparation for the KAP Study.

NCDC Primary Level Curriculum Database

January 1996 Reviewed Dr. Janet Robb's/Consultant materials on the preliminary work for the database.

Met with NCDC Subject Specialist and instructed them in methods of cross-referencing their curriculum materials.

Assisted Mr. Mofihli Makoele/Evaluation and Testing Unit with repair of the network system.

June/July 1996 Worked with Ms. Sarah Benson/PEP Program Assistant and Mr. Mofihli Makoele/Evaluation and Testing Unit on making revisions of the database system, setting up the programs on the network and training of the Subject Specialists.

NTTC Grade Reporting Database System

April 1995 Assisted Dr. Elizabeth Barcikowski/Consultant with developing a Grade Reporting Database in Microsoft Access.

June 1995 Organized an Access training course with Quadrant Computers which took place in July/August 1995.

April/May 1996 Supervised installation of new equipment/software at NTTC.

Worked with Ms. Sarah Benson/PEP Program Assistant on implementation and training of staff.

Primary School Leaving Exam

- February 1995 Assisted Dr. Michael Green/Consultant with developing a new software system for processing the PSLE. Activities included assessment of the current system, creation/modification of QBASIC programs, documentation of the process, and training of ECOL.
- June/July 1995 Supervised the Statistics Data Input staff on the namelisting process.
- Nov./Dec, 1995 Modified PSLE processing programs to accommodate the new answer sheets obtained from the U.S.
- Worked with Mr. Nthunya Makuete/Statistics Unit, Ms. Motseng Maema/Statistics Unit and Mr. Joseph Molapo/ECOL to score the exams, process the results and produce the results booklet.
- Janaury 1996 Modified programs and documentation based on experience from the 1995 processing.
- July 1996 Prepared final copy of the PSLE manual and repeated training for Mr. Joseph Molapo/ECOL.

Primary School Resource Mapping Project

- March 1995 Assisted Dr. Elizabeth Barcikowski/Consultant with organizing the mapping files and cleaning up the data.
- May/June 1995 Continued data cleaning of files with assistance from Statistics Unit.
- May 1996 Located final corrections to be made to each file and turned over the documentation/data files to Mr. Nthunya Makuete/Statistics Unit.

School Based Study

- September 1995 Assisted Dr. John Meyer/Consultant with production of his School Based Study instruments.
- May 1996 Transferred survey data from Microsoft Excel to SPSS, documented the files, and produced initial data analysis for review.
- Worked with Dr. C. W. Snyder/Principal Investigator and Dr. R. Lynn Evans/Consultant on further data analysis and production of charts and reports, including a school profile for each study school.
- June/July 1996 Worked with Dr. C. W. Snyder/Principal Investigator and Dr. John Meyer/Consultant on final data analysis and production of charts.

Use of Data for Planning and Indicator Development

- July/Aug. 1995 Assisted Dr. C. Howard Williams/Consultant with his indicator development work. Activities included data management and analysis, formation of charts and tables for reports, revision of Ministry of Education reports and workshop preparation.

APPENDIX B
STA - SUMMARY REPORTS

SHORT-TERM ADVISERS (STA)

26 October 1992 to 31 August 1996

Summary Completed = 55 Person Months (p.m.)

Consultant 1992	Area	Time (weeks)
C. W. Snyder	Project Management	1.0
D. Chapman	Project Management	1.0
R. Grobe	School Testing	3.0
A. Singhal	Innovations/Comm.	2.0
S. Howard	Innovations/Comm.	2.0
		9.0 weeks = 2.25 p.m.

1993		
R. Grobe	School Testing	2.5
R. Barcikowski	Testing & Evaluation	2.0
R. Boothroyd	Curr./Evaluation	2.0
D. Mayer	Information Campaign	3.5
M. Rihani	Non-Formal Education	2.0
D. Chapman	Project Management	3.0
J. Robb	Curr./Database	3.0
		18.0 weeks = 4.5 p.m.

1994		
C. W. Snyder	Project Management	4.5
G. R. Boardman	Project Management	5.0
E. Barcikowski	School Mapping	19.0
E. Barcikowski	Data Analysis/SPSS	6.0
J. Robb	Curr./Database	8.0
J. Rothenburg	Lower Prim./Curriculum	3.5
D. Mayer	Mobilizing Parents/Comm.	3.0
N. Combs	Quality Mgmt. Trng.	3.4
		52.4 weeks = 13.1 p.m.

1995		
E. Barcikowski	Data Analysis/SPSS	8.0
N. Combs	Quality Management Trng.	4.6
C. W. Snyder	Project Management	4.0
M. Green	Procedures PSLE	4.0
Square One Computers	Overcrowding study	3.6
E. Barcikowski	Grade Reporting/NTTC	8.0
L. Evans	Assessment DRT Study	8.0
L. Evans	Assessment Instruc. Prog,	4.0
W. Snyder/L. Chesnut	Project Management	3.0
N. Combs	Quality Mgmt. Trng (TOT)	10.0
L. Evans	School-Based study	4.0
A. Zuheir	Information Campaign	3.0
W. Rideout	Comm. Sch. Committees	5.0
H. Herman/J. Muller	Regional Trng. Linkages	2.0
C. H. Williams	Use of Data/Planning	5.0
S. Navin	Guide./Counseling Prog.	5.0
J. Meyer	Sch.-Based Study-Org. Integr.	4.0
H. Herman	Lesotho-UWC Linkage	.4
Square One	Data Accuracy Study	2.0
L. Evans	Sch.-Based Study	4.0
		91.6 weeks = 22.9 p.m
1996		
C. W. Snyder	Project Management	.8
W. Rideout	Trng./Sch. Committees	4.0
R. Barcikowski	Testing/Evaluation	4.0
M. Rahmanzai	NTTC/Mgt. & Autonomy	8.0
C. W. Snyder	School-Based Study	4.0
L. Evans	School-Based Study	5.0
R. Clark	NTTC/Study Tour	.6
S. Hord	Leadership for Change	3.4
J. Stupart	Use of Data/EMIS	10.8
J. Meyer	Policy Impact	6.0
C. W. Snyder	Policy Impact	2.4
		49.0 weeks = 12.25 p.m

SHORT-TERM ADVISERS (STA) SUMMARY REPORTS

26 October 1992 to 31 August 1996

Project Management by Dr. W. C. Snyder, Principal Investigator, Ohio University and Dr. David Chapman, University of Albany, State University of New York, 16 Oct. 1992 to 24 Oct. 1992.

The senior project management team travelled to Lesotho prior to the arrival of the field team to make arrangements for accommodation, location of offices, procurement of furniture, and development of a preliminary draft of the Life of Project Plan.

School Testing by Dr. Robert Grobe, Ohio University, 2 Nov. 1992 to 20 Nov. 1992.

Activities included assisting NCDC in developing an implementation plan for a Standard 3 Attainment Test, development of measurement objectives and item formats, an End-of-Level Assessment Plan for Standard 3 and implementation of a curriculum conference.

Innovations/Communication Campaign by Dr. Arvind Singhal and Dr. Steve Howard, Ohio University, 3 Dec. 1992 to 16 Dec. 1992.

A workshop was held with head teachers and district field inspectors on information campaign strategies. The focus was on MOE information needs and on specific strategies for disseminating information.

School Testing by Dr. Robert Grobe, Ohio University, 22 Feb. 1993 to 11 March 1993.

Activities were carried out to provide an orientation to the new testing and evaluation advisor and to assist with the development of a Standard 3 Attainment Test and End-of-Level Checklists. Test items were developed, edited and proofed, and test forms constructed for matrix sampling. Also, an administrative manual was developed and three questionnaires to solicit teachers' opinions about End-of-Level Checklists for Standard 1.

Testing and Evaluation by Dr. R. S. Barcikowski, Ohio University, 27 Feb. 1993 to 11 March 1993.

Activities included assisting the NCDC consultant, Grobe, in the development of the End-of-Level Checklists and the Standard 3 Attainment test. The Advisor also met with MOE staff and made preparations for his arrival in June.

Curriculum/Evaluation by Dr. Roger Boothroyd, Creative Associates International, Inc., 21 May 1993 to 4 June 1993.

Activities included the conduct of a seminar on: a) identifying standards appropriate for evaluation of curriculum and its implementation, b) use of evaluation and research methods, and c) similarities and differences between evaluation and research. Additionally, the consultant assisted NCDC staff in the identification and design of broader-based educational research studies, and provided on-the-job training in curricular research methods for a newly hired research specialist at NCDC.

Information Campaign by Doe Mayer, Creative Associates International, Inc., 17 May 1993 to 11 June 1993.

Activities included a workshop with the Inspectorate on campaign design and message targeting to inform parents, teachers and community leaders of the MOE policies regarding admission of overage and underage and repetitions. The consultant also attended a number of Pitsos (community meetings) and provided feedback, did a preliminary campaign design and budget, identified possible candidates for the position of Information Campaign Coordinator, and spoke to heads of other communication campaigns in Lesotho to find out what resources they had identified and what lessons they had learned. It was recommended that prior to launching a full-scale information campaign, research should be conducted on the current attitudes of the parents toward primary education; i.e., a KAP (Knowledge, Attitude and Practice) survey should be conducted.

Non-Formal Education by May Rihani, Creative Associates International, Inc., 1 Aug. 1993 to 13 Aug. 1993

The purpose of the consultancy was to assess the present status of out-of-school youths in Lesotho. Activities included a review of the statistics of the Planning Unit of the MOE for 1993, as well as various reports, studies and research documents dealing with the topic; plus meetings with the directors and advisors of the major units of the MOE including the Planning Unit, Inspectorate, NTTC and Lesotho Distance Teaching Center (LDTC). Two alternatives were identified for teaching the children between the ages of 9 and 15; an alternate "formal" approach to educate out-of-school children and a restructuring of the LDTC approach. Both approaches were described in detail. The consultant recommended the first option as LDTC is still at an early stage of its development process.

Project Management by Dr. David Chapman, University of Albany, State University of New York, 19 Aug. 1993 to 9 Sept. 1993

Activities included participation in conditionalities meetings with representatives of USAID, MOE and the World Bank. Meetings were held with the USAID mission to determine project management issues and with MOE department heads to determine the needs for short-term consultancies for project year two. Several key issues were identified at the USAID/MOE meetings: replacement of Chief of Party who is scheduled for departure in December, curriculum development at NCDC is behind schedule, program funds are hard to access, and several key MOE units are understaffed due to government hiring freeze, especially the finance unit and NCDC.

Curriculum/Database by Janet Robb, Creative Associates International, Inc., 11 Sept. 1993 to 1 Oct. 1993

Activities included working with the subject panels to determine exactly what information was needed and how the data would be used in a computerized database system, and to determine the type, content, and format of curriculum documents necessary. Each panel was provided with a copy of NCDC Terms and Definitions, a Subject Area Checklist, Yearly Time allocation for each subject and Blank Syllabus Sheets. Based on the new terminology and syllabus format, a database structure was designed and a Users' Manual for Data Viewing and Input developed. Computer training is essential for all NCDC subject officers and the Instructional Design Offices. Additionally, queries need to be developed for the database and a means for using the curriculum database for test item specifications and test item development.

Project Management by Dr. C. W. Snyder, Principal Investigator, Ohio University, 28 March 1994 to 29 April 1994.

Activities included setup of new administrative management arrangements for the project including introduction of G.R. Boardman to the Mission and Ministry to take up responsibilities of field coordinator for PEP, assisted the external evaluators of PEP in getting information and understanding the context of the project, realigned project activities and deliverables, articulated financial reporting needs of the Mission, and provided reports on past finances.

Project Management by Dr. G. R. Boardman, Research Foundation, State University of New York at Albany, 24 March 1994 to 27 April 1994.

Activities included a briefing/orientation to USAID, MOE, PEP and the Non Project Assistance (NPA) conditionalities; preparation of an updated Life-of-Project (LOP) plan for PEP; and a review of MOE planning data and EMIS priorities and activities.

School Mapping/Data Analysis by Dr. E. Barcikowski, Creative Associates International, Inc., 7 Dec. 1993 to 7 Jan. 1994, 1 Feb. 1994 to 15 March 1994, 2 May to 5 May 1994, 23 March to 30 July 1994, and 1 Aug. to 5 Aug. 1994, (19.0 weeks).

Activities included development of a school mapping Foxpro database structure, screens, and corresponding coding sheets for School Resource Mapping Questionnaire; conduct of preliminary data analyses for Mafeteng and Mohale's Hoek districts; conduct of furniture analysis for Butha Buthe, Leribe, Thaba Tseka and Mokhotlong districts; development of guidelines for training staff on the compilation and checking of data and training of planning/statistics unit staff in basic applications of SPSS for Windows.

Curriculum Database by Janet Robb, Creative Associates International, Inc., 20 June 1994 to 12 Aug. 1994

Activities included review of curriculum syllabus development in each of the subject areas, assistance in training NCDC staff in the use of computers to support curriculum input through Word and Pagemaker, revised data structure for curriculum database, organized data entry into the revised structure, advised on review/development of teachers' guides, and provided other relevant assistance as appropriate.

Lower Primary/Curriculum by Dr. Julia Rothenberg, Research Foundation, State University of New York at Albany, 8 July 1994 to 2 Aug. 1994.

Activities included a review of syllabi already prepared at NTTCC to support a specialization in early primary education, suggested revisions and additions to already prepared materials, review of Primary Teacher Certificate curriculum, development of two prototype modules in literacy and numeracy to support the early primary specialization, development of four prototype case studies in active learning for use in pre-service and in-service teacher training sessions, and worked with faculty to consider teaching methods that can be used with large classes of early primary children.

Mobilizing Parents and Communities to Improve Basic Education in Lesotho by Doe Mayer, Creative Associates International, Inc., 2 November to 22 November, 1994.

A review of the Ministry of Education's Social Mobilization Campaign to inform communities of MOE policies and get parents more involved in the education of their children.

Data Analysis/SPSS Training by Dr. Elizabeth Barcikowski, Creative Associates International, Inc., 1 October to 15 December 1994, (6.0 weeks).

Three members of the Statistics Unit were provided 20 days of training in data management using the SPSS Windows statistical package. Four data management tasks were included: conduct building, classroom, and enrolment checks for the Berea and Maseru districts; restructure, record, and relabel the Mafeteng and Mohale's Hoek data; insure data from the Quthing and Mohale's Hoek districts were properly entered and corrected; and merge data from common tables (12 separate data files) across ten districts.

3 January to 31 March 1995, (8 weeks).

A first phased data cleaning and data file organization of the Lesotho Resource Mapping Survey data was completed. A report was prepared documenting preliminary results of the study relative to access to schools, school management, and overcrowding - pupil/classroom, space ratios and pupil/teacher ratios. Three members of the Statistics Unit were provided 20 additional days of training in data management using SPSS Windows.

Quality Management Training by Nina Combs, Creative Associates International, Inc., 1 October to 30 November 1994, (3.4 weeks).

Meetings were held with the deputy principal secretary to review the purpose, content and aim of training and to finalize the scheduling of the workshops. Preparation has been completed for the conduct of a Basic Trainers Skills Workshop and a Supervisory/Management Training Workshop. An employee survey was prepared to link the individual organization action plans and provide a measurement tool of training progress.

11 January to 31 March 1995, (4.6 weeks).

The Supervisory/Management Training Workshops for Program and Subprogram Heads were completed. Eighteen MOE senior management staff participated in two weeks of training, half days. Three group sessions were held plus makeup meetings. The workshops included 8 training modules: change management, expectations exchange and feedback, managing performance discussions, delegation, developmental plans, skills assessment, work organization and conducting meetings.

Project Management by Dr. C. W. Snyder, Principal Investigator, Ohio University, 30 January to 25 February 1995.

Activities included finalization of the PEP FY 95/96 budget, reprogramming of short-term training to include more regional opportunities/linkage with South Africa, and design of a School-based study - Baseline survey and Case Analyses of Teaching Practices and School Ecology.

Procedures for Processing the PSLE by Dr. Michael Green, University at Albany - State University of New York, 27 January to 25 February 1995.

A general package software program format was developed for ease of transfer of the PSLE from the Planning/Statistics/NCDC units to the Examination Council of Lesotho (ECOL). Processing of the PSLE can now be accomplished through the use of a QBASIC and Statistical Package for Social Sciences (SPSS) for Windows program and a Word processor. Documented step by step detailed explanations of how to process the PSLE

were prepared. The steps involve setting up the data files containing centre and student information, scanning and scoring of the test sheets and data entry of the essay scores, merging of the student names and test score data files, and production of final list of passing students and schools within district summaries.

Overcrowding in Lesotho's Primary Schools - The Impact of Overage, Underage and Repetitions by Square One Computers, Maseru, Lesotho, 7 March to 31 March 1995.

The study was based on historical data available in the MOE Statistics Unit. The analysis of data revealed the following: underage is less a problem, enrolment trend is downward and can be further accelerated by a policy decision that is already in place; overage requires some form of intervention as there is a significantly large number of primary level pupils over the age of 14 although the trend is downward; and repetitions contributes significantly to overcrowding, especially the number of overage pupils who repeat which is large with a majority having repeated at least twice.

Grade Reporting/NTTC by Dr. Elizabeth Barcikowski, Creative Associates International, Inc., 1 January to 31 March 1995, (2 weeks).

Review of procedures currently used for calculating grades and generating transcripts, development of an action plan, and recommendations on software/hardware that are needed to support the proposed system have been completed.

1 April to 2 June 1995, (6 weeks).

A program for developing, processing, and achieving student information, particularly demographic and grade information, was developed using the Microsoft ACCESS Relational Database, including step-by-step documentation of the procedures which make up the student record system. Training in windows application and use of the ACCESS system was arranged with a local firm and scheduled for June-July 1995.

Assessment of Progress in Inservice: The District Resource Teacher (DRT) Program by Dr. R. Lynn Evans, Creative Associates International, Inc. 5 January to 31 March 1995, (8 weeks).

The purpose of the study was to assess perceptions of key groups related to the effectiveness of the DRT program and to determine the usefulness of change facilitation tools in enhancing the effectiveness of DRTs in their role as a change facilitators. The study indicated that the DRTs are effective as resource staff to the teachers and viewed as "people who get the job done". Teaching Methodology and Planning were highest rated job responsibility areas and Assessment and Evaluation the weakest. The Innovations Configuration matrix developed to assess teachers use of Participatory Teaching/Child Involvement proved to be a useful tool for the DRTs to use as change facilitators.

Assessment in the Instructional Program by Dr. R. Lynn Evans, Creative Associates International, Inc., 5 January to 23 February 1995, (2 weeks).

Innovation configurations matrices for implementation of the revised syllabuses for primary and for the mathematics teaching aids were developed, field-tested and finalized. Arrangements were completed for a workshop to illustrate various classroom assessment techniques and to develop a classroom assessment resource book for the various subject divisions, Standards 1-3.

1 March to 2 June 1995, (2 weeks).

Workshops were conducted with 18 Curriculum specialists representing 10 subject areas. Seventeen classroom assessment techniques were presented. A draft of a Lesotho Primary School Classroom Assessment Resource Book: Prototype Activities for Student Assessment in Standards 1-3 was developed. The specialists will follow-on by conducting workshops with the primary school teachers, after which the teachers will field test the assessment strategies in their classrooms.

Project Management by Dr. C. W. Snyder, Principal Investigator, and Prof. Lloyd Chesnut, Vice President for Research and Graduate Studies, Ohio University, 19 May to 31 May, 1995.

Activities included linkage discussions and project briefings between Ohio University (OU) and MOE/USAID/World Bank, project contract discussions, project transition activities, regional training linkage arrangements in S. Africa, and instrument review and training plans for the implementation of the school-based study.

Quality Management Training by Nina Combs, Creative Associates International, Inc., 24 April to 30 June 1995, (6 weeks).

The training of trainers component of the supervisory/management training workshops for program and subprogram staff was begun. Twelve staff participated in 10 half-day sessions of training with follow-on observation and supervision. Four additional staff are scheduled to participate.

1 July to 23 August 1995, (4 weeks).

The training of trainers component of the supervisory/management training workshops for program and subprogram staff was completed. A total of sixteen staff participated in the training.

School-based Study: Teaching Practices and School Ecology by Dr. R. Lynn Evans, Creative Associates International, Inc., 25 May to 14 June 1995, (1 week).

Project design, instrumentation, school identification, data collection procedures and training schedules were developed.

7 August to 30 September 1995, (3 weeks).

Instrumentation, school identification, and data collection were finalized and training conducted.

Information Campaign by Zuheir Al-Faqih, Creative Associates International, Inc., 4 June to 23 June 1995.

A Knowledge, Attitude and Practice (KAP) survey was developed, year two plan of action for the information campaign prepared, an information education advisory committee identified and convened, existing materials reviewed, MOE and local leaders queried as to ways to improve and implement an effective campaign, and assistance provided to the new coordinator.

Community School Management Committees by Dr. William Rideout, Creative Associates International, Inc., 12 June to 21 July 1995.

Based on MOE interviews and school site visits an implementation plan was prepared in accordance with the Lesotho Education Act of 1995. The plan defined appropriate operational level roles and functions for the school committees, a grievance procedure, school budget review and school site self-evaluation to be implemented by the Inspectors.

Regional Training Linkages by Prof. Harold Herman, University of Western Cape and Prof. Johan Muller, University of Cape Town, 19 June to 23 June 1995.

A plan for providing short-term training for NTTC and NCDC staff in Cape Town area institutions was prepared. An initial group of 6 NTTC and 2 NCDC staff are scheduled for two weeks of training in July which will be followed by additional training in FY 96. A draft of a linkage memorandum of understanding (MOU) has been prepared and is under discussion by the MOE and the respective institutions.

Use of Data for Planning and Indicator Development by Dr. C. Howard Williams, Creative Associates International, Inc., 26 July to 1 Sept. 1995.

This is a two phase consultancy. The first phase focused on the review of existing data and MIS systems, assistance in identifying a benchmark framework, information and data requirements, assistance in identifying the beneficiaries and benefits, some assistance in development of user-oriented output formats, documenting the structure/content, and providing operational details of the system developed to date.

Guidance/Counselling Program/Primary by Dr. S. Navin, Ohio University, 15 August to 16 Sept. 1996.

The activities completed included the Guidance and Counseling Learning Outcomes in six subject areas - agriculture, health and physical education, home economics, Sesotho, social studies and religious education; planning and implementation of two and a half day workshop for 12 Guidance and Counseling panel specialists; providing skill training on a one-on-one basis to the Guidance and Counseling Specialist; and development of a Teachers' Guidance and Counselling Manual (draft). The manual included 46 Guidance and Counseling activities; self awareness, awareness of others, environment/community awareness, decision making and career awareness.

School-Based Study: Organizational Integration by Dr. John Meyer, Creative Associates, International, Inc., 2 Sept. to 5 Oct. 1995.

Organizational relationships were examined between different parts of the primary school system and the effects of these relationships on schools and classrooms at the local level. Six study schools were visited, 14 classes observed, and interviews conducted with six head teachers, seven teachers, seven local education officials and nine Ministry officials. A report titled "Organizational Integration in Lesotho Primary Education: Loose coupling as Problem and Solution" was prepared. Additionally, instrumentation was prepared to gather data which are relevant to the head teacher and the organization of schooling.

Lesotho-Western Cape Education Linkage and Training Program by Dr. Harold Herman, Ohio University, 23 October to 25 October 1995.

A Phase Two report for proposed SA/Western Cape training was prepared. Three training programs were proposed: (a) One month training program for three participants (2 from NCDC and 1 from NTTC) for the period 5 Nov. - 2 Dec. 1995; (b) One semester program for three participants (2 from NCDC and 1 from NTTC) during first semester, 5 Feb. to 22 June 1996, and (c) two week training program for eight participants (3 from NCDC, 3 from NTTC and 2 from Planning and Statistics Unit) during the period 10 March to 23 March 1996. All candidates were interviewed.

Data Accuracy and Flow Study/Data Collection by Square One, local contract, 21 Nov. to 8 Dec. 1995.

One hundred schools were randomly selected across the 10 districts. In view of a teacher strike and time constraints, 66 schools were visited in 8 districts and data forms completed by 55 schools. The completed data instruments and list of schools responding were submitted to the Planning Unit in accordance with the contract arrangements. The PEP staff conducted the data entry and analysis and prepared the report.

School-based Study: Teaching Practices and School Ecology by Dr. R. Lynn Evans, Creative Associates International, Inc. 1 Oct. to 15 Dec. 1995, (4 weeks).

Training and initial data collection completed for the 14 sample schools. A progress report was prepared. Collection of missing data, preparation of data for analysis, and report writing scheduled March-June 1996.

Project Management by Dr. C. W. Snyder, Ohio University, 15 January to 18 January 1996.

Activities included review of PEP project status, preparation of a data framework for the school-based study, and preparation of terms of reference for the data analysis/report writing phase of the school-based study and policy evaluation study.

Training for School Committees by Dr. W. M. Rideout, Creative Associates International, Inc., 16 February to 11 March 1996.

Activities included preparation of draft MOE regulations for primary education in accordance with the new 1995 Education Law as related to the school advisory and management committees, and preparation of reporting forms for the school budget and grievance functions. Two groups of education officers, 20 each, were provided a two day training program for training the school committee members and, additionally, 60 district resource teachers were provided with the same two day training program.

Testing and Evaluation by Dr. R. S. Barcikowski, Ohio University, 1 March to 29 March 1996.

Data analysis and a final report were completed on the 1995 National Standard 3 Attainment data. The report contained an individual item analysis, a school level analysis, and overall test results. Seventy four schools participated in the initial testing/training process and results were obtained on 68 of the schools for the report.

NTTC/Management and Autonomy by Dr. A. M. Rahmanzai, Ohio University, 9 March to 10 May 1996.

Tasks included working with senior management at NTTC to develop a program cost analysis for three year diploma; review of 1996 planning/budgeting process and documents; development of personnel procedures for recruitment, faculty development and performance evaluation; development of autonomy related policies for governance, and development of policies relating to assets, accounting and financial management.

School-based Study: Progress Report 2 by Dr. C. W. Snyder, Ohio University, 13 May to 24 May 1996 and Dr. R. Lynn Evans, Creative Associates International, Inc., 24 February to 30 June 1996 (30 days).

Missing data were collected and preparation/cleaning and codification of data for analysis completed. Selected school visits were conducted, data analyzed, and a report of the school data prepared; focus was on development of school profiles/case studies.

NTTC - Study Tour by Dr. R. Clark, Research Foundation/State University of New York at Albany, 8 June to 3 July, 1996 (3 days).

Arranged a three-week U.S. study tour for J. Oliphant, Director of Lesotho National Teacher Training College.

Leadership for Change by Dr. S. Hord, Research Foundation/State University of New York at Albany, 3 June to 28 June 1996.

Activities included development of a Guidebook for Lesotho Trainers in Leadership for Change for use with school resource teachers in implementation of the new curriculum and in the conduct of six training workshops. Included were workshops for senior education officers and education officers; senior resource teachers and district resource teachers; primary resource teachers, curricula subject matter specialists, and tutors at the National Teacher Training College. Also, a pupil innovation configuration form was developed.

Use of Data (follow on) EMIS by Jasper Stupart, Creative Associates, 10 May to 31 August 1996 (64 days).

Activities included a preliminary systems assessment of MOE hardware/software for the Planning/Statistics Units and review of statistical reports and planning data, facilitation of a regional EMIS linkage and support system with Swaziland and Namibia, design of a relational data structure for more efficient access and query, improved output displays, and forecasting.

Policy Impact Assessment by Dr. John W. Meyer, Creative Associates International, Inc., 18 June to 21 July 1996, and Dr. C. W. Snyder, Ohio University, 19 June to 17 July 1996.

Activities included review of existing school-based case study and group data, related MOE policy documents, and interviews with key MOE officials. Based on this information, a report on the assessment of the impact of MOE policies relevant to the PEP project was prepared.

APPENDIX C
TRAINING - SHORT AND LONG-TERM

Ref: STT Summary

From: G. R. Boardman, COP
PEP/Lesotho

Date: 31 August 1996

Completed In-Country STT thru 30 September 1994.

UNIT	Topic (Coordinator)	Partici- pants	Time (days)	Person Months (p.m)
NCDC	Curriculum Evaluation (Boothroyd)	12	10 (compl. 1993)	6.0 p.m.
NCDC	Interpreting Test Results (R. Barcikowski)	25	2 (compl. 1994)	2.5 p.m.
DRTs	Interpreting Test Results (R. Barcikowski)	66	2 (compl. 1994)	6.6 p.m.
NTTC/Eval.	Early Primary Curriculum (Rothenberg)	8	5 (compl. 1994)	2.0 p.m.
NCDC	Testing in Curr. Eval. (R. Barcikowski)	2	10 (compl. 1994)	1.0 p.m.

Sub total = 18.1 p.m.

Completed In-Country STT Oct.-Dec. 1994

Unit	Topic (Coordinator)	Partici- pants	Time (days)	Person months
Statistics	SPSS Trg (E. Barcikowski)	3	20 (Nov.-Dec.)	3.0 p.m.
Financial	Budgeting (B. Combs)	32	1 (Dec)	1.6 p.m.

Note: 20 days = 1 p.m.

Sub total = 4.6 p.m.

Appendix C

Completed In-Country STT Jan.- Mar. 1995

Unit	Topic (Coordinator)	Partici- pants	Time (days)	Person months
NCDC/Eval.	Comp. Virus. Protection (R. Barcikowski)	3	.5 (Jan.)	.1 p.m.
NCDC & DEOs	Results 1994 Testing (R. Barcikowski)	51	.5 (Feb.)	1.25 p.m.
DRTs	Results 1994 Testing (R. Barcikowski)	68	.5 (Feb.)	1.75 p.m.
NCDC/Eval.	PSLE Scanning/Item Analysis (R. Barcikowski)	3	.5 (Mar.)	.1 p.m.
ECOL	PSLE Programs (Green/ Leherr)	4	1 (Feb.)	.2 p.m.
Statistics	SPSS Trg. (E. Barcikowski)	3	20 (Jan.-Feb.)	3.0 p.m.
Management	Org. Concepts (N. Combs)	18 5	4.0 .5 (Jan.-Mar.)	3.75 p.m.
DRTs	Change Facilitation (L. Evans)	15	2 (Feb.)	1.5 p.m.
DRTs	Instrument Dev. (L. Evans)	70	.5 (Feb.)	1.75 p.m.

NCDC	Innovation Configurations (L. Evans)	20	.25 (Feb.)	.25 p.m.
		20	1.50 (Mar.)	1.80 p.m.
		3	.25 (Mar.)	
Financial	ACCPAC	6	2 (Jan.)	2.9 p.m.
	Accts/payable	9	2 (Feb.)	
	Order/Invoice	5	2 (Feb.)	
	Cash Book (B. Combs)	9	2 (Mar.)	

Sub total = 18.35 p.m.

Completed In-Country STT Apr.- Sept. 1995

UNIT	Topic (Coordinator)	Partici- pants	Time (days)	Pers/mo.
NCDC/Eval.	1995 Std 3 Testing (R. Barcikowski)	4	6 (Apr.-May)	1.2 p.m.
Management	Training of Trainers/Mgt. (N. Combs)	12	5 (May-June)	3.0 p.m.
		4	2 (July-Aug.)	.4 p.m.
NCDC	Classroom Assessment (L. Evans)	20 20	2 (Apr.) 1 (May)	3.0 p.m.
Mgt. (EOs)/ Teachers	Sch. Study Data Collection (L. Evans/ J. Meyer)	4	2 (May-June)	.4 p.m.
		20	3 (Sept.)	3.0 p.m.
NTTC	Grade Reporting/ Access (Quadrant)	4	2 (June)	.4 p.m.
Financial	Accounting ACCPAC/ Purch./Cash Receipts (B. Combs)	9	3.5 (Apr.-June)	1.6 p.m.
		20	3.2 (Apr.-June)	3.2 p.m.

NCDC	Guidance/ Counseling (S.Navin)	12 1 5	2.75 (Aug.) 6 (Sept.) 2 (Sept)	1.65 p.m. .3 p.m. .5 p.m.
Mgt.	Info. Campaign KAP survey (Zuheir)	1	5 (June)	.25 p.m.
Prog./Stat.	Indicators (H. Williams)	20	1(Aug.)	1.0 p.m.

Sub total = 19.9 p.m.

Completed In-Country Oct.-Dec. 1995

UNIT	Topic (Coordinator)	Participants	Time (days)	Pers./mo.
Mgt. (EOs)	Sch. Study	4	3 (Oct.)	.6 p.m.
Teachers	Data Coll.	32	3 (Oct.)	4.8 p.m.
DRTs	(L.Evans)	17	3 (Nov.)	2.55 p.m.
Financial	Comp. Aware (Quadrant)	10	2 (Nov.)	1.0 p.m.

Sub Total = 8.95 p.m.

Completed In-Country Jan. - June 1996

UNIT	Topic (Coordinator)	Partici- pants	Time (days)	Pers/mo.
NCDC	Curr. Data Base (Leherr)	10	.5 (June)	.25 p.m.
EMIS	SPSS (Leherr/PSLE)	1	6 (June)	.3 p.m.
	Databases (Stupart)	4	1.5 (June)	.3 p.m.
DRTs	Change Innov. I (Hord)	60	2 (June)	6.0 p.m.
	Classrm. Obs. (Evans)	60	.5 (Jan.)	1.5 p.m.
	School Comm. (Rideout)	60	2 (Feb.)	6.0 p.m.

NCDC	Change/Innov. (Hord)	20	2 (June)	2.0 p.m.
NTTC	ACCESS (Quadrant)	4	1 (March)	.2 p.m.
	Policy/Pln./Budgets (Rahmanzai)	10	3 (Apr./May)	1.5 p.m.
	Change Innov. (Hord)	30	.5 (June)	.75 p.m.
PRTs	Change Innov. (Hord)	160	.25 (June)	2.0 p.m.
	Change Innov. (Hord)	16	2 (June)	1.6 p.m.
Finance Unit	ACCPAC	13	8 (Jan.)	5.2 p.m.
	Lotus	1	2 (Jan.)	.1 p.m.
	Word Perfect (Quadrant)	1	2 (Apr.)	.1 p.m.
Mgt./Inspect. (SEO/EOs)	School Comm. (Rideout)	40	2 (Feb.)	4.0 p.m.
Mgt./Inspect. (SEO/EOs)	Change/Innov. (Hord)	50	.25 (June)	.6 p.m.
Management/ Prog.Heads	Trng. of Trainers/Mgt.	14	.5 (June)	.4 p.m.

Sub total = 32.8 p.m.

Total = 102.7

Summary In-Country

Unit	Completed p.m.	Scheduled p.m.	Total p.m.
NCDC	21.90	0.0	21.90
NTTC	4.85	0.0	4.85
DRTs/PRTs/Tchrs.	39.05	0.0	39.05
Fin./Mgt./Plng.	36.9	0.0	36.9
	102.7	0.0	102.7

Completed Regional/Overseas STT thru 31 March 1995

UNIT	Topic (Coordinator)	Partici- pant	Time (days)	Pers./mo.
Planning/ Statistics	EMIS/GIS Namib./Swaz. (S.Burchfield)	4	10 (24 Apr.- 4 May 93)	2.0 p.m.
NCDC	Res./Eval. U.S. (B. Barcikowski)	2	10 (11-21 Oct. 94)	1.0 p.m.
NCDC	Study Tour RSA (Snyder)	1	6 (16-21 Feb. 95)	.3 p.m.
NTTC/NUL	Study Tour RSA (Snyder)	2	6 (16-21 Feb. 95)	.6 p.m.

Sub total = 3.9 p.m.**Completed Regional/Overseas STT Apr.- Sept. 1995**

UNIT	Topic (Coordinator)	Partici- pant	Time (days)	Pers./mo.
Financial	ACCPAC RSA (B. Combs)	6	3 (3-6 Apr. 95)	.9 p.m.
NCDC/NTTC	Study Tour/RSA (Snyder)	2	.3 (28-31 May)	.3 p.m.
Financial/ Planning	Budgeting/ HIID/U.S.	2	42 (24 June- 5 Aug.)	4.2 p.m.
NCDC	Curr.Dev./ Planning/RSA	2	10 (23 July- 5 Aug.)	1.0 p.m.
NTTC	Lower PrimaryProg./ RSA	6	10 (23 July - 5 Aug.)	3.0 p.m.

Sub total =9.4 p.m.**Completed Regional/Overseas STT Oct.-Dec. 1995**

UNIT	Topic (Coordinator)	Partici- pant	Time (days)	Pers/mo.
NCDC/NTTC Planning	Conf.Educ./ RSA	2 1	5 (Oct. 24-29) 5 (Oct. 24-29)	.5 .25

NCDC	Curr. Planning RSA	2	20 (5 Nov.-1 Dec.)	2.0 p.m.
NTTC	Lower Primary Prog/RSA	1	20 (5 Nov.-1 Dec.)	1.0 p.m.

Sub total = 3.75 p.m.

Completed Regional/Overseas STT Jan. - Aug. 1996

UNIT	Topic (Coordinator)	Participant	Time (days)	Pers./mo.
NCDC	Curr./Plng. (ASCD/U.S.)	1	12 (10 Mar.-24 Mar.)	.6 p.m.
NTTC	Policy Analysis/Plng. (Study Tour U.S.)	1	18 (8 June-3 July)	.90 p.m.
NCDC	Curr. Plng. (RSA)	2	90 (5 Feb.-22 June)	9.0 p.m.
		1	10 (Mar. 10-23)	.5 p.m.
		2	15 (21Jul.-10 Aug.)	1.5 p.m.
NTTC	Prim.Prog. (RSA)	1	90 (5 Feb.-22 June)	4.5 p.m.
		3	10 (Mar. 10-23)	1.5 p.m.
		1	20 (Mar.3-30)	1.0 p.m.
Management	Plng./Stat. (RSA)	2	10 (Mar. 10-23)	1.0 p.m.
	Plng./Stat. (Swazi/Namibia)	3	5 (July28-1Aug)	.75 p.m.

Sub Total = 21.25 p.m.

Total = 38.3 p.m.

Summary Regional/Overseas STT

Unit	Completed p.m.	Scheduled p.m.	Total p.m.
NCDC	16.3	0.0	16.3
NTTC	12.9	0.0	12.9
Fin./Mgt./Plng.	9.1	0.0	9.1
	38.3 p. m.	0.0 p.m.	38.3 p.m.

Ref: LTT Summary

Long Term (1993-1996)	Person Months	University Attended	Area
1. MAKOELE, M. L. (Aug. 93 - Aug. 94)	13 mos.	Ohio University	Research and Evaluation
2. MPUTSOE, Lennox (Aug. 93 - Dec. 94)	17 mos.	Ohio University	Elementary (General)
3. MAHANETSA, Agnes (Aug. 93 - Dec. 94)	17 mos.	Ohio University	Educational Administration
4. MAKHAKHANE, B. (Aug. 93 - Aug. 95)	25 mos.	Ohio University	Home Econ. (Counseling)
5. NTOI, Litsabako (Dec. 94 - Mar. 96)	16 mos.	Ohio University	Elementary (Science)
6. MONYAU, Kamohelo (Jan. 95 - Aug. 96)	20 mos.	University at Albany	Educational Planning
7. SHAO, Pauline (Mar. 95 - Aug. 96)	18 mos.	Ohio University	Elementary (Staff Development)

Sub total 126 person months = 10.5 person years.

APPENDIX D
INVENTORY SCHEDULE

PEP INVENTORY SUMMARY

August 1996 Inventory (transferred to MOE/ 16 August 1996)

- Unit N0. 00 - office
- Unit Z - 118 Lancers Road, Maseru West
- Unit 570 - 570 Hoohlo Extension

August 1995 Inventory (Transferred to MOE/ 24 August 1995)

- Unit # 10 - NTTC/MOE
- Unit # 11 - NTTC/MOE
- Unit # 12 - NTTC/MOE
- Unit # 13 - NTTC/MOE
- Unit # 14 - NTTC/MOE



Maseru, Lesotho

August 12, 1996

The Honorable Lesao Lehohla
Minister of Education

Dear Minister Lehohla:

In connection with the ongoing phaseout of the USAID/Primary Education Project (PEP), the United States Mission in Maseru plans to grant two furnished houses, office equipment and two vehicles to the Government of Lesotho. With your concurrence and participation, we propose to turn over the property in an appropriate ceremony at 10:00 a.m., Friday, August 16, in Room 404 at the Ministry of Education.

I will represent the United States Government at the program. If your schedule allows, I would be honored if you could represent the Government of Lesotho. We would appreciate it if your Ministry could invite other officials of government, including a representative of the Cabinet Personnel Office/Housing section and the Principal Secretary, Ministry of Education.


The houses are located at 118 Lancer Road and 570 Hoohlo Extension.

The houses have historically been used by the USAID Education Project Technical Assistance personnel. They are equipped with furniture and appliances which were purchased under the USAID financed PEP project. An inventory of the furniture and appliances is attached. Since the houses were built under the previous USAID financed Education Development projects, we suggest that they continue to be used by your Ministry to support the implementation of the Education Sector Development Plan.

The inventory of the two vehicles and office equipment is attached.

Specific computer equipment has been utilized within selected program areas in which PEP technical assistance has been provided. We further suggest that the equipment be assigned to those program units/personnel.

Sincerely,


Bismarck Myrick
United States Ambassador
Kingdom of Lesotho

PEP PROJECT INVENTORY - MASERU, LESOTHO
House 118 Lancers Road

			UNIT					
M	SERIAL/ MODEL N	DESCRIPTION	CON	YEAR OF ACQUI- SITION	QTY	ACQUI- SITION COST	TOTAL COST	PROC. SOURCE
						MALOTI	MALOTI	
	Q436	Kelvinator Refrigerator	G	92	1	2,400.00	2,400.00	PEP
	004699	Kelvinator drier	G	92	1	899.00	899.00	PEP
	002830	Kelvinator Washing machine	G	92	1	1,499.00	1,499.00	PEP
		Bedroom set (mattress only)	G	92	1	899.00	899.00	PEP
		Coffee table	G	92	1	999.00	999.00	PEP
		Corner table	G	92	1	714.00	714.00	PEP
		Three piece wall unit	G	92	1	1,999.00	1,999.00	PEP
		Sirocco space heater (large)	G	93	2	328.40	656.80	PEP
		Hoover vacuum cleaner	G	93	1	479.00	479.00	PEP
		Sealy regal base set (bed)	G	93	1	1,799.00	1,799.00	PEP
		Floor lamp	G	92	1	360.00	360.00	PEP
		Table lamps	G	92	2	181.90	363.80	PEP
		Heater (Rod/small	G	92	1	220.00	220.00	PEP
		End tables	G	92	2	329.99	658.00	PEP
		Dining set (Table & 6 chairs)	G	93	1	3,741.00	3,741.00	PEP
		Credenza/Buffer	G	92	1	1,266.00	1,266.00	PEP
		3 piece Contessa lounge	G	94	1	4,999.00	4,999.00	PEP
		Water storage tank	G	94	1	3,429.46	3,429.46	PEP
		Boxspring & mattress - double	G	93	2	1,239.00	2,478.00	PEP
		Desk fans	G	93	2	125.00	250.00	PEP
		Defy electric stove -4 burner	G	-	1	-	-	GOL
		Side Boards	G	-	2	-	-	GOL
		Vanity w/mirror/stool	P	-	1	-	-	GOL
		Chairs occasional	P	-	2	-	-	GOL
		Night stands	P	-	2	-	-	GOL
		Plastic chairs	P	-	6	-	-	GOL
Subtotal							29,746.06	

				UNIT					
				YEAR OF		ACQUI-	TOTAL		
ITEM	SERIAL/			ACQUI-		SITION	COST	PROC.	
	MODEL N	DESCRIPTION	CON	SITION	QTY	COST	MALOTI	SOURCE	
	004202	Kelvinator Dryer	G	92	1	839.78	839.78	PEP	
		Onyx table (50x50)	G	92	1	311.60	311.60	PEP	
		Onyx table (100x100)	G	92	1	689.70	689.70	PEP	
		Pedestal	G	92	1	399.00	399.00	PEP	
		Casablanca dressing table	G	92	1	1,850.00	1,850.00	PEP	
		Casablanca dressing stool	G	92	2	180.00	180.00	PEP	
		Mattress (weightmaster)	G	92	1	1,699.00	1,699.00	PEP	
		Base set (extra length)	G	92	1	1,879.00	1,879.00	PEP	
		Base set w/mattress (twin)	G	94	1	1,499.00	1,499.00	PEP	
	9205	12 fin Delonghi heater	G	93	2	329.99	659.98	PEP	
		Book case (from sideboard/table)	G	93	2	199.00	398.00	PEP	
		Dining room table	G	92	1	1,420.00	1,420.00	PEP	
		Dining room chairs (8)	G	92	8	370.00	2,960.00	PEP	
		10 Drapes w/linings	G	93	1	2,784.98	2,784.98	PEP	
		Hoover Vacuum 1000	G	92	1	329.99	329.99	PEP	
		Sofa, 3-seater	G	92	1	3,919.00	3,919.00	PEP	
		End table	G	93	1	699.00	699.00	PEP	
		Floor lamp	G	94	1	360.00	360.00	PEP	
		Table lamp	G	94	2	180.00	180.00	PEP	
		3-piece wall set buffet	G	93	2	1,300.00	1,300.00	PEP	
		4-piece lounge	G	93	1	7,600.00	7,600.00	PEP	
		Coffee table w/glass top	G	93	1	1,243.00	1,243.00	PEP	
	20722077	Goldstar Refregirator	G	93	1	3,889.00	3,889.00	PEP	
	387843A	Whirlpool Washer	G	93	1	2,589.00	2,589.00	PEP	
		7 fin Delonghi heater	G	93	1	406.00	406.00	PEP	
		Hoover Vacuum 1700	G	93	1	390.00	390.00	PEP	
		5 Floor curtains - converted	G	93	1	0.00	0.00	PEP	
		Lawn cutter	P	93	1	375.00	375.00	PEP	
		Heater paraffin	P	93	1	110.00	110.00	PEP	
		Onyx Coffee table	G	94	1	899.00	899.00	PEP	
		Onyx lamp table	G	94	1	699.00	699.00	PEP	
		Patio table/12 chairs	G	94	1	319.93	319.93	PEP	
	1620	Narita TV	G	94	1	1,399.00	1,399.00	PEP	
		Boxspring double & Mattress	G	92	1	2,899.00	2,899.00	PEP	
		Floor lamp	G	92	1	399.00	399.00	PEP	
	9201156	Concord fan-40 cm desk	G	93	1	99.00	99.00	PEP	
	9314	Delonghi 14 fin heater	G	93	1	328.40	328.40	PEP	
	9205	Delonghi 9 fin heater	G	93	1	311.60	311.60	PEP	
		Desk fan	G	92	1	99.00	99.00	PEP	
		Wheelbarrow	G	95	1	106.45	106.45	PEP	
		Transformer - small	G	92	1	161.53	161.53	PEP	
		Transformer - large	G	93	1	408.85	408.85	PEP	
		Hose/rake	G	95	1	61.58	61.58	PEP	
		Chest of Drawers	G	-	2	-	-	GOL	
		Small table	G	-	2	-	-	GOL	
		File cabinet	G	-	1	-	-	GOL	
		Waste basket	G	-	2	-	-	GOL	
		End tables (low)	G	-	2	-	-	GOL	
		Vanity w/mirror	P	-	1	-	-	GOL	
		Bedframe - twinsize	P	-	1	-	-	GOL	
		Mattress - twinsize	P	-	1	-	-	GOL	
		Large table	P	-	1	-	-	GOL	
		Wooden chair	P	-	1	-	-	GOL	
		Outdoor Grill	P	-	1	-	-	GOL	
Subtotal							49,151.37		

PEP PROJECT INVENTORY - OFFICE , MASERU/LESOTHO

M	SERIAL/ MODEL NO.	DESCRIPTION	CON	YEAR OF ACQUI- SITION	QTY	UNIT		PROC. SOURCE
						ACQUI- SITION	TOTAL	
						COST	COST	
						MALOTI	MALOTI	
1 PLNG	4Y-9073508	Toyota Hilux twin cab (AD 672)	G	92	1	65,358.00	65,358.00	AID
2 PLNG	22R3388692	Toyota Cressida Sedan (AD 679)	G	92	1	45,566.40	45,566.40	AID
3		Gear lock for Hilux	G	92	1	480.00	480.00	PEP
4		Gear lock for Cressida	G	92	1	480.00	480.00	PEP
5		Immobilizer for Hilux	G	92	1	259.09	259.09	PEP
6		Rollbar for Hilux	G	92	1	259.09	259.00	PEP
7		Key box	G	92	1	50.00	50.00	PEP
8		Cash box	G	92	1	126.40	126.40	PEP
9		Computer cable	G	92	1	130.00	130.00	PEP
10	FR 2500	Casio Calculator	G	93	1	319.00	319.00	PEP
11		Stapler	G	93	1	206.25	206.25	PEP
12		Transformers	G	93	11	185.00	2,035.00	PEP
13		Alva 2400 3 bar heater	G	93	1	113.25	113.25	PEP
14		UPS unit	G	94	1	700.00	700.00	PEP
15	1905003	Overhead/EDCOM 2020	G	94	1	1,020.00	1,020.00	PEP
16		Flip Chart/Stand Type	G	94	1	331.00	331.00	PEP
17		Sirroco 12 fin heater	G	93	1	329.00	329.00	PEP
18		Table/2 chairs	G	93	1	-	-	GOL
19		Electric Stove - Defy	G	94	1	-	-	GOL
20		Book shelves	G	93	2	-	-	GOL
21		Computer Stand	G	95	1	279.00	279.00	PEP
21a NCDC		Transformer - large	G	95	1	300.00	300.00	PEP
		Sub-total					118341.39	
						US DOLLARS	US DOLLARS	
22	433/LBAS	Dell Computerw/monitor (a)	G	92	2	2154.74	4,309.48	PEP
23	NP1215	Canon Copier	G	93	1	4791.84	4,791.84	PEP
24	3128JG5ITD	Hewlett Packard laser IIIP	P	92	1	836	836.00	PEP
25	SMAOZN5690	Ink Jet Printer - Write move	G	92	1	549	549.00	PEP
26	11-A5738	IBM Personal Printer series II	G	92	1	434	434.00	PEP
27 NTTC	FC 2480EF 45	Macintosh Power Book 160	G	93	2	2,699.00	5,398.00	PEP
28 NCDC	FC2480G2451	Macintosh Power Book 180	G	93	1	5,154.99	5,154.99	PEP
29 NTTC	ID BCGM8061	Macintosh Power Book 100 w/charger	P	93	1	2,343.00	2,343.00	PEP
30 NTTC	3317586729	Mac Printer - HP deskWriter	G	93	1	260.00	260.00	PEP
31 NCDC	2000	Gateway 2000 w/Monitor (b)	G	94	1	4,269.00	4,269.00	PEP
32 NCDC	3414A79165	HP ScanJet II/S - Scanner	G	94	1	2,708.00	2,708.00	PEP
33 NCDC	JPFJ009841	HP LaserJet 4M - Printer & accessories	G	94	1	1,787.83	1,787.83	PEP
34	EL 2670G	Calculator - Sharp	G	93	1	359.00	359.00	PEP
35	R0592070189	Fax Machine - OU (c)	G	93	1	950.00	950.00	PEP
36	97-G6AY3	IBM Thinkpad - 700PS/2	G	93	1	2,430.00	2,430.00	PEP
37	03UINI437	Gateway Handbook 486 w/disk dr.	G	93	1	2,025.00	2,025.00	PEP
38		Surge Protectors	G	93	4	28.87	115.47	PEP
39	UF-128	Panasonic Fax	G	93	1	808.36	808.36	PEP
40	JPJ-H014999	Laser Jet Printer	G	94	1	1,765.00	1,765.00	PEP
41 NCDC		Power MAC 6100	G	94	1	1,457.00	1,457.00	PEP
42	USF-NDD8831	Laser Jet 4M Plus	G	95	1	2,100.00	2,100.00	PEP
43 PLNG	J PDD200184	Color Laser Jet 8 M	G	95	1	6,500.00	6,500.00	PEP
44 PLNG	2768505	Gateway 2000 P5-75 w/monitor	G	94	1	2,549.00	2,549.00	PEP
45	7LK10F16071	National typewriter KX-E710	G		1			AID
							53,899.97	

(a) Keyboard 101 4MB RAM 486/L/M/T/SIMM - 120 MB IDE hard drive dual Media floppy dr.

(b) P5-66 w/16 MB RAM 540 MB 13 MS IDE hard drive - 256 KB Cache, dbl.spd.CD-ROM

(c) Shared cost \$500 charged to PEP, \$450 charged to OU

Estimated Transfer Date - 30 August 1996

UNITED STATES A.I.D. MISSION TO LESOTHO

AMERICAN EMBASSY
P.O. BOX 333
MASERU 100
LESOTHO

Telephone 313954
Telex 4506 USAID LO
Fax No. 310284

July 12, 1995

Dr. Thekiso G. Khati
Principal Secretary
Ministry of Education
Government of Lesotho
Maseru-100

Dear Dr. Khati:

USAID review of our housing requirement in Maseru has shown that we are in a position to turn over to the Government of Lesotho (GOL) ten town houses for which we no longer have a need. These houses are as follows:

NTTC House Nos. 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14

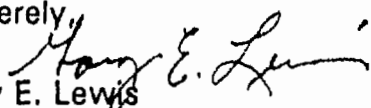
These units have historically been used by USAID Education Project Technical Assistance personnel. These units should continue to be used by your Ministry to support the implementation of the Education Sector Development Plan. These houses are furnished with furniture and equipment purchased under USAID projects.

Our agreement is that housing units are officially turned over to the Cabinet Personnel Office to ensure proper documentation of the turn over of control of the units as well as clearing of the inventory with Ministry of Works Housing Branch. USAID wants you to be aware that these units are now vacant and are being prepared by our Executive Office staff to turn over to Mr. Poka of the Cabinet Personnel Office on August 25, 1995. We suggest that you coordinate with Mr. Poka to assure that these units are assigned to the Ministry of Education personnel in support of the Education Sector Development Plan.

If you so desire, you can be present at the USAID office at 10:00 A.M. on Friday, August 25, 1995 when these properties and their furniture and appliance inventories are officially turned over to the Government of Lesotho.

Should you have any questions regarding these houses, please call me or Zafrul Khan, USAID Executive Officer, at 313954.

Sincerely,


Gary E. Lewis

Mission Director (A)

cc: Mr. Pakalitha Mosisili

Minister of Education & Deputy Prime Minister

cc: Mr. D. Poka

Cabinet Personnel Office, Housing Section, Maseru

UNITED STATES A.I.D. MISSION TO LESOTHO

AMERICAN EMBASSY
P.O. BOX 333
MASERU 100
LESOTHO

Telephone 313954
Telex 4506 USAID LO
Fax No. 310284

July 12, 1995

Mr. D. Poka
Cabinet Personnel Office
Housing Section
Maseru-100, Lesotho

Dear Mr. Poka:

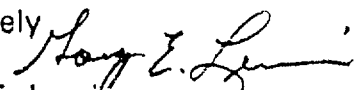
I wish to turn over ten houses to the Government of Lesotho (GOL) on August 25, 1995 for which we no longer have a need. These houses are as follows:

NTTC House Nos.5,6,7,8,9,10,11,12,13 and 14

These houses were furnished and have furniture and equipment which was purchased under the USAID financed projects. The inventory of the furniture and equipment by each town house returned to the Government of Lesotho (GOL) is attached. USAID request you and an authorized representative from your office to receive these ten town houses and their furniture and appliance inventories to meet me at the USAID offices, 10:00 A.M. Friday, August 25, 1995. We will then go to the NTTC location for the official hand over of these project properties to the Government of Lesotho.

It is our understanding and intention that as the above houses were built under the pervious USAID financed Education Development projects, that these houses should be utilized by the Ministry of Education to support the Ministry's efforts to implement its Education Sector Development Plan

Sincerely


Gary E. Lewis
Mission Director (Acting)

cc: Mr. Pakalitha Mosisili
Minister of Education and Deputy Prime Minister

DR. Thekiso G. Khati
Principal Secretary, Ministry of Education

Mr. John Oliphant, Director, NTTC

Jan Auman, Chief of Party, CNRM

Scott McCormick, Project Manager, ARD Contract

Gerry Boardman, Chief of Party, PEP
Wes Snyder, Project Manager, Ohio University

PEP PROJECT INVENTORY - MASERU, LESOTHO

				YEAR OF		UNIT		
EM	SERIAL/			ACQUI-		SITION	TOTAL	PROC.
	MODEL NO.	DESCRIPTION	CON	SITION	QTY	COST	COST	SOUR
						MALOTI	MALOTI	
-1	Q436	Kelvinator Refrigerator	G	93	1	2,400.00	2,400.00	PEP
-2		5 Drapes w/lining (floor curtains) and 6 Drapes (window length)	G	93	1	2,944.00	2,944.00	PEP
-3		Water bins/plastic	G	95	2	77.30	154.60	PEP
-4		Bedframe - twin size*	P		1			GOL
-5		Mattress - twin size *	P		1			GOL
-6		Night stand*	P		1			GOL
-7		Chair *	P		1			GOL
-8		Desk *	P		1			GOL
-9		Imperial Base set w/mattress	G	94	2	1,882.00	3,765.00	PEP
-10		Plastic Stand (TV)	G	94	1	38.00	38.00	PEP
-11		Desk	G	-	1	-	-	GOL
-12		Book case	G	-	1	-	-	GOL
-13		Table w/desk chair	G	-	1	-	-	GOL
-14		Storage Shelf - wooden	P	-	1	-	-	GOL
-15		Chest of drawers	P	-	2	-	-	GOL
-16		Chairs	G	-	4	-	-	GOL
-17		Stool	P	-	1	-	-	GOL

* servants' quarters

Est. Transfer Date: 25 Aug. 1995

PEP PROJECT INVENTORY
MASERU, LESOTHO

SERIAL/ MODEL NO.	DESCRIPTION.....	CON	YEAR OF ACQUI- SITION	QTY	UNIT ACQUI- SITION COST MALOTI	TOTAL COST MALOTI	PROC. SOURCE
	Three piece bedroom set (child's)	G	92	1	1,749.00	1,749.00	PEP
	Water bins/plastic	G	95	2	77.30	154.60	PEP
	Bedframe - twin size *	P	92	1			GOL
	Mattress - twin size *	P	92	1			GOL
	Night stand *	P	92	1			GOL
	Chair *	P	93	1			GOL
	Three piece living room	G	93	1	4,099.00	4,099.00	PEP
	Cottage sleeper (sofa)	G	93	1	1,099.00	1,099.00	PEP
	4 Drapes (floor curtains) and	G	92	1	1,149.88	1,149.88	PEP
	3 Drapes (window length/double)						
	Sideboard (wood)	P	-	1	-	-	GOL
	Small table	P	-	1	-	-	GOL
	Large table	P	-	1	-	-	GOL
	Desk	P	-	1	-	-	GOL
	Stool (broken)	P	-	1	-	-	GOL
	Chairs (wooden)	P	-	11	-	-	GOL
	Night Stands	P	-	2	-	-	GOL
	Laundry cabinet	P	-	1	-	-	GOL

*servants' quarters

Est. Transfer Date: 25 August 1995

PEP PROJECT INVENTORY -- MASERU, LESOTHO

M	SERIAL/ MODEL #	DESCRIPTION	CO	YEAR OF ACQUI- SITION	QTY	UNIT		PROC. SOURCE
						ACQUI- SITION COST	TOTAL COST	
						MALOTI	MALOTI	
	Q436	Kelvinator refrigerator	G	92	1	2,400.00	2,400.00	PEP
2		1 Sofa, 3-seater	G	92	1	2,899.00	2,899.00	PEP
		1 Love seat, 2-seater						
		1 Chair, occasional						
3		Hoover Vacuum	P	92	1	399.00	399.00	PEP
4		1 Table, Dining	G	92	1	3,799.00	3,799.00	PEP
		6 Chairs, Dining						
		1 Credenza/Buffet						
5		Coffee table	G	92	1	439.00	439.00	PEP
6	001530	Kelvinator 5503 wash. machine	G	92	1	1,499.00	1,499.00	PEP
7	004705	Kelvinator 2503 drier	G	92	1	899.00	899.00	PEP
8		4 Drapes (floor length)	G	92	1	2,057.68	2,057.68	PEP
		6 Drapes, Window length						
9		Chair(straight back - wood)	P	-	9	-	-	GOL
10		Chair (occasional wood w/arms)	G	-	3	-	-	GOL
11		Bookcase	G	-	1	-	-	GOL
12		Table (two drawer)	P	-	2	-	-	GOL
13		Table (metal legs)	G	-	1	-	-	GOL
14		Chest of Drawers	G	-	1	-	-	GOL
15		Bedframe -- double (Steel)	P	-	1	-	-	GOL
16		Mattress- double	P	-	1	-	-	GOL
17		Night stand	P	-	3	-	-	GOL
18		Coffee Table	P	-	1	-	-	GOL
19		Defy Stove (four burner)	G	-	1	-	-	GOL
20		Bedframe-twin size*	P	-	1	-	-	GOL
21		Mattress- twin size *	P	-	1	-	-	GOL
22		Chair-wood - occasional*	P	-	1	-	-	GOL

* Servants' quarters

Est. Transfer Date - 25 Aug. 1995

PEP PROJECT INVENTORY - MASERU, LESOTHO

				YEAR OF		UNIT		
EM	SERIAL/			ACQUI-		ACQUI-	TOTAL	PROC.
O	MODEL NO.DESCRIPTION.....	CON	SITION	QTY	COST	COST	SOURCE
						MALOTI	MALOTI	
1		Mattress (twin)	G	93	2	465.00	930.00	PEP
2		Bunk Bed	G	93	1	895.00	895.00	PEP
3		Bookcase	G	93	1	199.00	199.00	PEP
4	1189	Univa Dryer	G	93	1	729.00	729.00	PEP
5		Cupboard	G	-	1	-	-	GOL
6		Work tables	G	-	2	-	-	GOL
7		Night stands	G	-	2	-	-	GOL
8		Desks	G	-	1	-	-	GOL
9	V.6695	Defy 418 - 4 burner stove	G	-	1	-	-	GOL
10		Coffee table	P	-	1	-	-	GOL
11		Chairs, desk	P	-	5	-	-	GOL
12		Chair, Occasional	P	-	1	-	-	GOL
13		Water bins/plastic	G	94	2	77.30	154.60	PEP

Est. transfer date - 25 Aug. 1995

PEP PROJECT INVENTORY - MASERU, LESOTHO

M						UNIT		PRO
	SERIAL/			YEAR OF		ACQUI-	TOTAL	
	MODEL NO.	DESCRIPTION	CON	SITION	QTY	SITION	COST	
						COST	COST	SOUR
						MALOTI	MALOTI	
1	Q436	Kelvinator Refrigerator	G	92	1	818.64	818.64	PEP
2	001533	Kelvinator Washer	G	92	1	1,499.00	1,499.00	PEP
3		Chairs - occasional	G	92	2	1,985.00	3,970.00	PEP
4		Base set (twin)	G	92	1	849.00	849.00	PEP
5		6 Drapes (window length)	G	93	1	1,111.71	1,111.71	PEP
6		Sideboard Oak table - top only	G	92	1	1,484.01	1,484.01	PEP
7		Defy 4 burner Stove	G	-	1	-	-	GOL
8		Tables (wooden)	G	-	2	-	-	GOL
9		Vanity	P	-	1	-	-	GOL

Est. transfer date - 25 Aug. 1995

APPENDIX E
FINANCIAL SUMMARY

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ESTIMATED PEP PROJECT ACCRUED EXPENSES

30 August 1996

Category Cost	30 June 96 Total Expended U.S. \$	30 Sept. 96 Estimated* U.S. \$	Est. Total Budget U.S. \$	Contract Budget U.S. \$
Salaries	903,093	57,190	960,283	1,015,434
Fringe benefits	260,971	16,739	277,710	283,304
Indirect Costs	596,036	35,350	631,386	644,946
Travel & Transp. (Incl. per diem)	252,332	23,498	275,830	260,909
Allowances	134,617	1,760	136,377	165,621
Equipment & Supplies	117,381	-0-	117,381	118,188
Part. Training	446,435	18,033	464,468	427,971
Other Direct	276,625	20,250	296,875	300,261
SubContract: SUNYA	646,257	37,529	683,786	772,536
SubContract: Creative Assoc.	415,876	42,037	457,913	454,964
TOTAL Est. COSTS	\$4,049,623	\$252,386	\$4,302,009	\$4,444,134

Note: Estimated Accruals

Salaries - \$57,190 (Salaries - Snyder, Khan, Herman, Snyder consultancy (28 days), and home and field office.)

Travel & Transport. - \$23,498 (Snyder (1), Khan (2) and Leherr (1) travel and shipping for Khan and office files.)

Participant Training - \$18,033 (taxes, Shao/Monyau - 2 mos. each, and some Cape Town costs).

Other Direct - \$20,250 (utilities/security, maintenance, communications, car, etc).

SUNYA - \$37,529, includes \$19,634 (salaries), plus Oliphant ticket \$1830, and shipping/travel-Boardman, and Hord consultancy.

Creative - \$42,037, includes \$1,085 (salaries) plus Meyer, Stupart, and Coopers and Lybrand costs.

Primary Education Project Monthly Expense Report June 1996

	Contract Budget	Previous Total Expended	Current Monthly Expense			Total Expended To Date	Contract Budget Unexpended
			Campus	Field	Total		
Salaries	\$ 1,015,434.00	\$ 876,665.85	\$ 3,750.30	\$ 22,676.81	\$ 26,427.11	\$ 903,092.96	\$ 112,341.04
LTA-OU			\$ 3,750.30	\$ 12,547.73			
STA-OU			\$0.00	\$10,129.08			
Fringe Benefits	\$ 283,304.00	\$ 255,682.44	\$ 478.07	\$ 4,810.60	\$ 5,288.67	\$ 260,971.11	\$ 22,332.89
Indirect Costs	\$ 644,946.00	\$ 579,979.54	\$ 2,093.98	\$ 13,962.86	\$ 16,056.84	\$ 596,036.38	\$ 48,909.62
Travel/Transportation	\$ 260,909.00	\$ 247,396.85	\$0.00	\$4,935.02	\$ 4,935.02	\$ 252,331.87	\$ 8,577.13
Airfare			\$0.00	\$0.00			
Per Diem			\$0.00	\$4,543.21			
Moving/Storage			\$0.00	\$0.00			
Travel/Misc			\$0.00	\$391.81			
Allowance	\$ 165,621.00	\$ 133,976.86	\$0.00	\$ 640.15	\$ 640.15	\$ 134,617.01	\$ 31,003.99
Post Allowance			\$0.00	\$ 640.15			
Education			\$0.00	\$0.00			
Equipment & Supplies	\$ 118,188.00	\$ 117,381.21	\$0.00	\$0.00	\$0.00	\$ 117,381.21	\$ 806.79
Computer			\$0.00	\$0.00			
Office Equipment			\$0.00	\$0.00			
Furnishings			\$0.00	\$0.00			
Guest House			\$0.00	\$0.00			
Other			\$0.00	\$0.00			
Participant Training	\$ 427,971.00	\$ 435,050.64	\$0.00	\$ 11,384.05	\$ 11,384.05	\$ 446,434.69	\$ (18,463.69)
LT-Allowance			\$0.00	\$ 2,130.00			
Fees			\$0.00	\$0.00			
Travel			\$0.00	\$0.00			
Other			\$0.00	\$6,719.00			
ST-Per Diem			\$0.00	\$0.00			
Travel			\$0.00	\$1,830.15			
Tuition & Fees			\$0.00	\$282.00			
Other			\$0.00	\$ 422.90			

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Monthly Reports

Primary Education Project Monthly Expense Report June 1996 Continued

	Contract Budget	Previous Total Expended	Current Monthly Expense			Total Expended To Date	Contract Budget Unexpended
			Campus	Field	Total		
Other Direct Costs	\$ 300,261.00	\$ 257,681.18					
Communication			\$245.92	\$ 18,698.40	\$18,944.32	\$ 276,625.50	\$ 23,635.50
Furnishings			\$233.92	\$ 2,628.45			
Supplies			\$0.00	\$0.00			
Vehicle Costs			\$0.00	\$3,870.78			
Utilities/Security			\$0.00	\$328.06			
House Maintenance			\$0.00	\$7,995.25			
Other			\$0.00	\$1,540.16			
			\$12.00	\$ 2,335.70			
Subcontractors							
SUNYA *	\$ 772,536.00	\$ 583,262.25	\$27,445.03	\$0.00	\$27,445.03	\$ 610,707.28	\$ 161,828.72
CAII **	\$ 454,964.00	\$ 374,131.71	\$ 16,100.84	\$0.00	\$ 16,100.84	\$ 390,232.55	\$ 64,731.45
TOTAL	\$ 4,444,134.00	\$ 3,861,208.53	\$ 50,114.14	\$ 77,107.89	\$ 127,222.03	\$ 3,988,430.56	\$ 455,703.44

* SUNYA Excludes June expenditure (\$35,550.21)

** CAII Excludes June expenditure (\$25,643.81)